

Syllabus of physical exercises for use in public elementary schools, 1904.

Contributors

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SYLLABUS
OF
Physical Exercises
FOR USE IN
Public Elementary Schools.

1904.

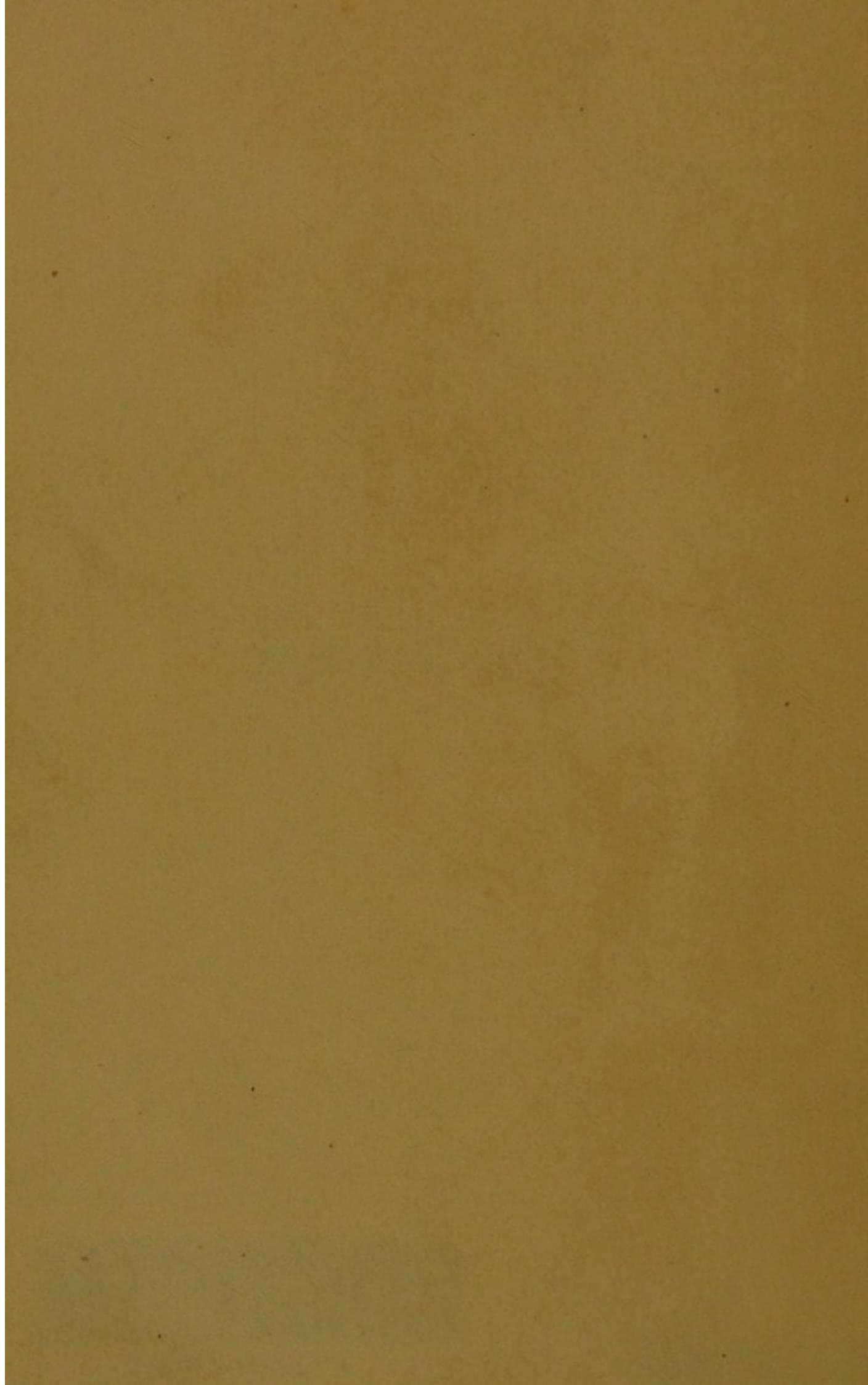
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Physical Exercises

FOR USE IN
Public Elementary Schools.

1904.



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SYLLABUS
Physical Exercises
Public Elementary Schools



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PREFACE.

EXTRACTS from the REPORT of the INTER-DEPARTMENTAL
COMMITTEE on the MODEL COURSE of PHYSICAL
EXERCISES.

* * * *

Subject to the explanations and instructions given in the introduction, we recommend the adoption of this syllabus for general use in schools. We are not of opinion, however, that it is either necessary or desirable to call for immediate modification of Schemes already approved, inasmuch as we believe, not without warrant, that there will be a disposition, apart from any regulations of the central Education Authority, to modify existing schemes without unnecessary delay, in order to bring them into line with that which we recommend.

The actual exercises embodied in the syllabus are common to many well known "systems." They have been selected on the ground of their suitability for children of school age and because they imply no special provision of apparatus, which we think unnecessary in the circumstances. We have been careful to exclude all exercises which were in the least likely to prove injurious to children of even weak physique, and we have rigorously excluded everything

which savoured of the purely ornamental, or which was not of distinct value for one or other of the purposes referred to in the introduction. The consequence is that the courses which may be framed from the syllabus in accordance with the instructions given in the introduction represent a minimum, but as we think a sufficient minimum, of physical exercise for children of the ages specified under normal conditions.

It will be seen that we contemplate the formation by teachers from the approved syllabus—which is, as it were, a classified reference list—of a considerable variety of courses each of which will satisfy the conditions laid down in the introduction. Nor do we think that courses need necessarily be confined to the selection of exercises given in the syllabus. On the contrary, in physical exercises, no less than in other school subjects, we think it of the utmost importance that teachers should be encouraged to apply their minds to the consideration of principles, and that they should be at liberty to propose emendations or enlargements of the syllabus, providing there is reasonable prospect of a resulting beneficial effect. At the same time we do not think that such alterations should be made lightly. Possible injury to the children on the one hand, and on the other, the possible waste of valuable school time make it imperative that all such deviations should be scrutinised closely. If approved they should be sanctioned provisionally only in the first place, but we are of opinion that there should be a regular means provided whereby the syllabus should be revised at not too frequent intervals, and that such alterations provisionally approved as have stood the

test of experience and criticism should be formally incorporated in any revised edition of the syllabus that may be issued.

In the preceding section we have had in view possible emendations which concern essentials; but as a means of avoiding a waste of energy and labour in connection with the transference of pupils or teachers from one school or district to another, we recommend that when the difference is in non-essentials only—in some detail in the exercise, or in the use of words of command, the form of exercise and the words of command given in the present syllabus should be strictly adhered to. As has been already said, most of the exercises in the syllabus are common to several of the systems at present found in operation in the schools. The difference, where it exists, is for the most part in unimportant details and it would probably cause but little trouble in most cases to conform in all respects to the directions of the syllabus, while the advantage to the country as a whole, which would result from uniformity as to directions and commands in the use of what are practically identical exercises, would doubtless be very considerable.

* * * *

From evidence put before us, evidence which is amply confirmed in the personal experience of members, we conclude that there are many teachers who for one reason or another cannot reasonably be expected to qualify themselves in this way* for giving instruction in physical exercise. We have in view more particularly the case of

* By voluntarily attending classes.

teachers, men and women, in or beyond middle life, who are often the sole teachers of rural schools. We do not think that either directly or indirectly should pressure be brought to bear upon such teachers to qualify themselves by attending courses of instruction. But we do not on that account think that physical exercise should be omitted from the curriculum of the schools taught by those teachers.

* * * *

One other matter must be referred to. For their proper conduct physical exercises require first of all ample playground space for children's games, which really form an integral part of the course. They require, in addition to the playground, a hall or unoccupied class-room where the systematic lessons may go on from week to week without interruption from the weather. While it is no doubt preferable theoretically that physical exercises should be conducted in the open air we are satisfied that it is not practicable to make this the rule. The effect of physical exercises depends in no small measure upon the regularity with which they are taken, but in a climate such as ours, exercises in the playground must necessarily be suspended for weeks together. Apart from the weather there are other circumstances which need not be referred to in detail, which render the regular conduct of physical exercises in the playground altogether out of the question in many schools. We therefore regard suitable accommodation apart from the playground as an indispensable part of the equipment of schools for the purpose of physical exercise. It does not follow that this special accommodation need be provided in connection

with each school separately. As is pointed out in the report of the Commission on Physical Training, Scotland, there are certain advantages attaching to the institution of separate places of recreation which would be the common meeting-ground for a group of schools. We attach special importance to the recommendation of the Commission that School Authorities and Managers of Schools should neglect no opportunity of utilising to the full the interest and activity of voluntary workers who, in this department of school work more than in any other, have it in their power to render service of the most valuable kind. They should endeavour to enlist the interest and sympathy of football and cricket clubs (or in the case of girls, hockey clubs) who may be disposed to place portions of their grounds at the disposal of schools, under conditions, at times when these grounds are not otherwise in use.

CONTENTS.

	PAGE
INTRODUCTION - - - - -	9
SYLLABUS OF EXERCISES :	
Preliminary—Class Arrangements - - -	25
Elementary Starting Positions - - -	34
Arm Flexions and Extensions - - -	39
Balance Exercises - - -	44
Shoulder Exercises - - -	50
Lunge Exercises - - -	55
Head and Trunk Exercises.—Forward and Backward Bending - - -	61
Head and Trunk Exercises.—Turning and Sideways bending - - -	67
Marching - - -	73
Jumping - - -	81
Deep Breathing Exercises - - -	85
ILLUSTRATIONS - - - - -	89
SPECIMENS OF SUPPLEMENTARY EXERCISES FOR	
CHILDREN OVER 12 - - -	104
APPENDIX (Key Table) - - - - -	105

SYLLABUS OF PHYSICAL EXERCISES.

INTRODUCTION.

1. The primary object of any course of physical exercises in schools is to maintain, and, if possible, improve the health and physique of the children. This may be described as its **physical effect**. Purposes of the Course of Physical Exercises.

2. But the exercises which conduce to this result may, if rightly conducted, have an effect scarcely less important in developing in the scholars qualities of alertness, decision, concentration and perfect control of mind over body. This may be styled the **educational effect**.

3. These two effects are to some extent blended in every suitable exercise and, according to circumstances, now the one aspect of the exercise, now the other, is to be regarded as important. The difference consists rather in the stage at which, and the manner in which, the exercise is taken than in actual difference of movement.

4. As regards their physical effect exercises may roughly be distinguished as follows :— **Physical Effect.**

5. Those which have primarily a beneficial effect upon the respiration and circulation, and thus make for improved nutrition. These for want of a better name may be styled “nutritive” exercises. I.
Nutritive Exercises.

Here, again, we may distinguish :

6. Those massive movements, immediately of the lower limbs but involving the whole bony and muscular structure of the body, which quickly and powerfully affect 1st Sub-Division.

both respiration and circulation. Types of such exercises are to be found in the natural play movements of children—running, leaping, skipping. It is through such movements—given a sufficient supply of suitable food and of oxygen for combustion of the food—that the structure of the body is built up during the growing period, and, under the artificial conditions of school life, it is of the first importance that adequate provision be made for such exercises, preferably in the form of play. Wherever opportunity offers, children should be encouraged to take part in all manner of running games in which a considerable number can engage at the same time, and for girls the exercise of skipping particularly should be encouraged.

2nd Sub-
Division.

7. Those exercises which affect principally the mechanism of respiration. Types of these are breathing exercises, and those exercises, primarily of the upper limbs, which tend to develop chest capacity or to exercise the muscles involved in the process of respiration.

8. The object of such exercises is the healthy functioning of the lungs, not mere increase of chest capacity. The vital measurement is not that of chest capacity simply, but of the difference between the full and the empty chest. Hence, breathing exercises—which may, however, be conjoined with the exercises of the upper limbs already referred to—are the more important, and the power of emptying the chest should be cultivated.

Importance
of Nasal
Breathing.

9. From unhealthy catarrhal conditions in infancy many children learn to breathe through their mouths. A certain proportion of these children develop actual obstructions to nasal breathing. Purely nasal breathing should be the

rule. A child who cannot breathe comfortably without using the mouth requires to be submitted for medical examination. The establishment of nasal breathing will probably be accompanied by an improvement in the child's power of attention, and is consequently of great importance educationally. It also diminishes the risk of contracting most infectious diseases with their serious results.

10. The breathing exercises as mere imitative movements may be begun on the child's first admission to school, the formation of habits of correct nasal breathing being a matter of as great importance as any other department of infant school work.

11. [A third sub-division of exercises under this head may also be mentioned, viz., those which involve lifting of weights or pulling against resistance. These exercises require sustained effort and powerfully affect respiration and circulation, but they are quite unsuitable for young children and should be used only with caution in the form of exercises with light dumb-bells, &c., for the older children.] 3rd Sub-Division.

12. Another group of exercises has for its principal effect the correction as far as possible of certain bodily defects, many of which, unless care is taken, are apt to be intensified by the artificial conditions of school life. These may be termed "Corrective" exercises. Types of such exercises are such apparently trivial exercises as heels raising, designed to counteract the tendency to flat foot, and head and trunk backward bending, which is to some extent remedial against the stooping position too often acquired by working at desks. As regards the latter, however, it is obvious that remedial exercises practised a II.
Corrective Exercises.

Importance of positions, both sitting and standing.

few times a week will be of little avail unless care is taken at the same time to secure habitually good positions on the part of the children while at work, and *attention to such positions during other lessons must be regarded as an integral part of physical training.* Among other things to be attended to in this connection, is the distance from the eye at which reading or other school work is habitually done. This should never be less than 12 inches.

III. Control Exercises.

13. Still a third class of exercises are those which have their effect principally on the nervous system, and the control exercised by the nerve centres over the muscles. These may be called "Control" exercises. Types of such exercises are the various balance exercises. They are well exemplified, for example, in the process of learning to ride a bicycle, in dancing, in skating or in the boyish amusement of walking on stilts. A peculiarity of such exercises is that they imply a veritable education of the nerve centres, and that their final effect is only slowly developed. This peculiarity will be dwelt on under the next head, viz.: Educational effect.

Educational Effect.

14. This effect, as already said, properly belongs to all exercises in a certain degree and at a certain stage. Certain complex co-ordinations of movement, as, for example, those of walking, are established at a very early stage and before the child comes to school. The exercises referred to in Section 6 belong to this class and afford comparatively little scope for educational effort above the infant school. Still, even here much may be done by teaching proper positions and the proper mode of performing certain apparently natural movements to secure a greater result from a given exertion, to lessen, as it were, the internal friction, and to produce the

ease and grace of movement which represent in the long run a considerable saving of vital energy. This result can be attained only by what is really an educational process, by an exercise of the will and the attention, with a corresponding education of the nerve centres and the brain.

15. While this educational effect pertains to, or may be deduced from such apparently natural movements as walking, running, breathing, it belongs in a higher degree to the other exercises in the syllabus, and in particular to the balance exercises. At first, each of these exercises requires for its performance in varying degree a certain concentration of mind and a certain effort of will, and it is only by repeated, and at first laborious, efforts that perfection of execution is arrived at. A certain degree of fatigue accompanies the earlier performances, and the more immature the structures put into action, the more sensitive they are, and the earlier do they show fatigue. At the same time the effect of each performance is stored up as a permanent memory, the repetition becomes less fatiguing, and the result of lessons repeated week by week is that eventually the exercise becomes practically automatic. At this stage its value as an educational exercise virtually ceases, but its value as a nutritive exercise remains and is even enhanced. It follows that in a school course one and the same exercise may be used for two quite different purposes—(1) during the process of learning, for its educational effect, (2) when it has been mastered, for its nutritive effect, and this distinction is of cardinal importance for determining the times at which, and the manner in which, the exercise should be taken.

Conclusion as to the mode in which Physical Exercises in Schools should be conducted.
A. Formal Lessons.

16. There should be periods, two or three a week, in which the exercises are treated to all intents and purposes as school lessons. The learning of unfamiliar exercises by repeated efforts demands a concentration of attention and a mental exertion in all respects comparable to what is required in other school lessons. If properly done, the performance of the exercises involves fatigue such as is necessarily involved in all profitable efforts of an educational nature, and is in no way to be regarded as a relief or set-off to other school tasks. There is consequently the same need for proportioning the length of the lessons to the age of the children, for observing a suitable progression of exercises so that at each stage some effort will be required, but an effort which does not amount to strain, and for insisting on a higher degree of precision and accuracy, with increasing practice and advancing years. New exercises or combinations of exercises should be continually but gradually introduced to the very end of the course, otherwise the educational effect tends to disappear.

B. *Recreative Exercises.

17. But certain well-known, simple exercises, when once they have been mastered, should be used *daily* for a totally different purpose, viz., for their "nutritive" effect, *i.e.*, for their effect upon the functions of respiration and blood and lymph circulation. The exercises best suited for this purpose are those which can be done quickly and without mental effort. Such exercises act to a great extent mechanically, and their effect depends largely upon the amount

* For the sake of convenience the term "recreative" is used here in a special sense to denote such of the wider group of nutritive exercises as may be appropriately used for the purpose described in this section.

of muscle put into contraction in a given time, and for this reason massive, simple and rapid movements are best. Their effects are comparatively transient, and to get permanent benefit the exercises require frequent repetition. *They should be performed in the class-room several times daily for two or three minutes at a time.* They may, if necessary, be taken by the children while in desks, and every considerable period during which the children are confined to the class-room continuously should be broken up by an interval of such exercises. They are in the truest sense recreative; children who have been at one task for a considerable time and are getting fatigued and inattentive are at once refreshed by two or three minutes exercise in such quick and massive movements. Exercises which are specially suitable for this purpose are indicated in the Key Table (see Appendix) by an asterisk.

18. As regards the use of the syllabus of exercises for the purpose of set lessons, the following points should be noted :—

The Syllabus
of Exercises
— Classification.

19. It is not, of course, intended that the syllabus should be worked through as it stands. In the syllabus the exercises are classified under certain heads according to their most prominent characteristics. The classification is not intended to be exhaustive, for, as a matter of fact, exercises which have been included in one group might justifiably have been included in another whose characteristics they in some respects share. But the classification is sufficiently definite to serve as a useful guide, and each set lesson ought as far as possible to comprehend an exercise or exercises taken from each main group.

20. Within the groups, again, the exercises have, as far as possible, been arranged in order of progressive difficulty, though in many cases it is difficult—and therefore unnecessary—to determine which of two exercises is really the harder or more complex.

Arrangement
of Formal
Lessons.

21. Again, the arrangement of the exercises to be taken within the space of one lesson is a matter of some importance. A suitable succession of exercises should be secured. The general principle to be observed as regards the succession of exercises, is that rapid and vigorous exercises which stimulate powerfully the respiration and circulation, should be taken for short periods only, and should be followed immediately by exercises of an entirely different nature during which pulse and respiration are slowed down.

22. A lesson may be shortened, if necessary, by the omission of any group or groups of exercises, provided that a proper balance of vigorous and lighter exercises is preserved. There is not the same necessity for the more vigorous and massive leg movements when the exercise follows immediately upon a period of play, or when, as in a rural school, the outdoor and home life of the children give abundant opportunity for natural exercise. On the other hand, they are all important in schools where the opportunities for vigorous games or equivalent natural exercise are restricted, as is frequently the case in town schools.

Selection and
combination
of Exercises
—Working
Tables.

23. Subject to the foregoing general principles the selection and combination of exercises for any particular class is a matter which is left to the judgment of the teacher, who should from the syllabus construct tables to form the basis

of work for a class for a certain definite period. These tables should be revised from time to time, and more difficult exercises in one or more of the groups gradually introduced. It is in the construction of these tables, no less than in the manner of execution of the exercises contained, that the resource of the capable teacher will be displayed.

24. In the appendix a Key Table is given, by the aid of which teachers will be able to construct suitable tables of exercises for use with any given class. Attention is particularly directed to the prefatory note to the Key Table, which explains the order of the exercises which ought to be observed in giving a lesson.

Certain subsidiary matters may now be briefly referred to.

25. The exercises in the syllabus are designed for the formal instruction of children roughly between seven and twelve years of age. In compiling them it is probable that the physical capabilities of children between those ages have been under, rather than over estimated. They may all be performed by either sex, and children of comparatively weak physique may safely take part in them. Vigorous exercises of the nutritive order, however, accomplish their effect in part by increasing the demand for the means of nutrition, and it is unfortunately true that in a considerable number of schools there is a certain percentage of children who, through insufficient or improper feeding, are not likely to derive much positive benefit from such exercises even if they do not suffer positive injury. As a rule such children, as well as those who are not likely to benefit from the exercises either through constitutional weakness or injury, may easily be picked out with a very

Exercises
suitable for
children from
7 to 12 years
of age.

Children to
be excluded
—insufficient
feeding—con-
stitutional
weakness.

little care on the part of the teacher, but it is not sufficient that they should simply be excluded from the exercises.* They should be excluded, of course, for the time being at all events, but such cases should also be reported without delay to the Education Authority in order that steps may be taken to find a remedy, where a remedy is possible. The breathing exercises in particular will at once disclose defects which should be reported without delay for medical advice or treatment. As regards the other children the only precaution which needs to be taken in ordinary circumstances is as follows :—

**Breathless-
ness.**

26. Occasional short and violent efforts even to the production of breathlessness are made by all healthy children in natural play, and if the teacher is sure of the healthiness of the children, an occasional fifteen or twenty seconds of hard running or skipping is entirely good. But the regular appearance of breathlessness in a child during the performance of the exercises in this syllabus is a danger signal and an indication either that the child is too tightly clothed or that its health is such that the exercise should be much lessened for that particular child, and indeed that he should be medically examined.

**Physical
Exercises for
Infant
Classes.**

27. The instruction of infant classes, that is, generally speaking, of children under seven years of age, in physical exercises—as in other subjects—is a matter which, subject to general directions, may probably with advantage be left to the discretion of the teacher. It goes without saying

* When, from some malformation or for other reasons, many children are unable to perform the whole of the exercises with profit, they may be formed up behind the other scholars and allowed to take part in such exercises as will not prove injurious.

that for such children periods of work at desks should be very short, and that intervals for play and kindergarten games should be frequent. Great attention should be given to securing proper positions at desk work, and breathing exercises and simple nutritive exercises should be practised steadily. Work on a small scale—such as sewing—which requires fine adjustment and great power of co-ordinated movement is unsuitable for infants: on the other hand, free arm drawing, in the standing position, on blackboards or wall surfaces, may be regarded as a valuable variety of physical exercise for such children. If the foregoing matters are attended to, the question of whether there should be in addition formal periods of physical exercise in which some of the simpler exercises of the syllabus are regularly practised is relatively unimportant. When formal instruction in physical exercises is once begun great precision and accuracy should not be expected at first, as these are dependent on the co-ordinate use of a considerable number of accessory muscles, but reasonable rhythm and speed of movement should be aimed at.

28. Normal children of from ten to twelve should be capable of performing all the exercises of this course with any required degree of precision. For older children variety of exercise and further educational effect may be obtained by the introduction of light dumb-bells, staves (or bar-bells) and Indian clubs. The list of balance exercises may also be increased by the introduction of a few simple forms of dance movements which are essentially of the same character and are of high intrinsic value as physical exercises. Swimming drill may also be used

Physical
Exercises for
normal
children over
12 years of
age.

for the purpose of providing fresh material for exercises in the advanced classes.

Additional Exercises.

29. The syllabus is meant for general use and certain very important and valuable exercises which require for their performance a special dress, or a room which is not in use as an ordinary class-room, have necessarily been excluded from the course proper. A few supplementary exercises, however, are given for use in those cases where the requisite facilities are forthcoming, and the list may easily be enlarged by teachers who desire to add to it for their own purposes. Teachers who are desirous of finding exercises suitable for pupil teachers and other older scholars who have already been sufficiently exercised in the present syllabus of exercises, or one which is roughly equivalent, might with advantage consult, along with other modern books on the subject, the Handbook of Physical Training adopted by the Admiralty.

Music with Exercises.

30. Music should never be used as an adjunct to exercises which are being learned, but when they have become familiar such exercises as are adapted to musical rhythm may be taken with it. It should clearly be understood that whilst music gives liveliness to the performance it acts as a rhythmic stimulus and to some extent replaces the need of effort of the will. Thus whilst it saves fatigue, a very valuable thing with young children, it also detracts from the will training in muscular movements, diminishing the educational value of such movements. Except, therefore, in familiar exercises, such as marching whose effect is chiefly nutritive, and in the dance movements referred to in Section 28, it should not be used with

the older children. Its greatest advantage where it can be used is in diminishing fatigue in the nutritive exercises, and for this reason it may generally be allowed in all exercises in infants' departments.

31. During all exercises, and more especially during the few minutes of daily exercise, doors and windows should be opened, so that whilst the children are in active movement the rooms may be well flushed with as much fresh air as possible. At the same time these exercises should never be omitted because for any reason this condition cannot be fulfilled. With proper nasal breathing any atmosphere that is good enough to live in will be good enough to exercise in. Fresh air during Exercises.

32. While the exercises included in the course are of such a nature as to admit of their being done in ordinary school dress there is no question that the efficiency of many of the exercises would be greatly enhanced by the provision of suitable clothing and especially of suitable foot-gear. Such exercises as heels raising cannot properly be performed in heavy boots or clogs, and it is recommended that wherever possible a supply of gymnastic shoes should be made part of the school equipment. Special dresses for girls should be of such a nature that they may be worn as part of the everyday clothing, so that nothing beyond the removal of certain extra articles of clothing is required when engaging in physical exercise. The teacher should not omit to direct the attention of the girls to the injurious effect of tight underclothing. Dress.

33. It is strongly recommended that wherever possible the instruction in physical exercise for the older girls should be given by women teachers. This arrangement will afford Separate Instruction for elder girls.

a valuable opportunity for the giving of advice which could not otherwise be given, as to dress and the general care of health. Pupil teachers should, where possible, be drilled by an expert.

Directions to Teachers.

34. All exercises should be taught as far as possible by illustration, the teachers either performing the movements themselves or causing them to be performed by a smart scholar placed in front of the class.

35. The teachers' directions for the performance of the exercises should be clear 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 the syllabus.

36. The teachers should be able to give the lessons without reference to the syllabus. This will save much valuable time; the instruction will not become tedious to the scholars, and a greater number of exercises may be practised in the time set apart for the work than will be the case when interruption occurs owing to reference to the syllabus. When once the exercise has been learned, the lesson should proceed as far as possible without interruption, so that as much actual exercise as possible may be derived from the lesson period. The habit of mechanically repeating directions before each movement without considering whether the directions are really required, should be avoided.

37. All exercises should be performed at first to distinct words of command, but as progress is made by the scholars numbers and judging the time may be substituted. In

the end the exercises during a lesson should proceed continuously with as little interruption as possible from the giving of directions.

38. When words of command are used those given in the margin in the syllabus should be adhered to. For this purpose these commands should be thoroughly memorised, inasmuch as inaccurate, halting or indistinct words of command lead to slackness and hesitation on the part of the scholars. Numbers may be used when a movement is repeated.

39. Every command should be preceded by a caution. The cautionary part should be given slowly and distinctly, while the executive part, which in general should consist of only one word, should be given sharply, or slowly and smoothly, as the nature of the exercise may require. A distinct pause should be made between the caution and the executive word, as *Class—Halt*, *Right—Turn*.

40. 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 class fails to move simultaneously or with sufficient smartness.

41. No individual correction should be made when the class is in a strained position. Where individual correction is needed, the command *As You Were* or *Attention*, whichever is preferable, should be given in the first place.

42. All exercises should be repeated a certain number of times. For beginners four repetitions for any one exercise will not be excessive; in the more advanced classes the number of repetitions may be somewhat increased.

Conclusion.

43. Finally, there is no part of school work in which the spirit and intention of the teacher are so clearly reflected in the performance of the children as in physical exercises. The period of exercise may be made as short as may be necessary, but it should be throughout purposeful. Every exercise should be performed "with intention," i.e., with distinct realisation of its purpose and with the requisite vigour and decision.

PRELIMINARY—CLASS ARRANGEMENTS.

1.—FORMATION OF A CLASS.

Scholars will be formed up in two ranks. They will take their places in succession, shortest on the right of the class, tallest on the left. The distance between scholars will be a hand's breadth at the elbow. Each scholar in the rear rank will cover a scholar in the front rank at a distance of two paces, the two scholars thus placed forming a *File*.

When the class consists of less than 12 scholars it will be formed up in one rank.

In the early lessons young scholars may be placed in position by the teacher.

2.—THE POSITION OF ATTENTION.

The *body* and *head* must be held erect, *chin* slightly drawn in, *chest* expanded, *shoulders* square to the front, and slightly drawn back, and *eyes* looking straight forward. The *arms* must hang easily, *elbows* to the rear, *fingers* and *thumbs* straight, close to one another, and touching the thighs; *knees* well braced back, *heels* closed, and *toes* turned out so as to form an angle of about 90 degrees; *weight of body* on the fore part of the feet. (FIG. 1.)

It should be remembered that the position of *Attention* is one of strain, and scholars should, therefore, never be kept in this position for more than half a minute at a time.

3—STANDING AT EASE.

*Stand at—
Ease.*

{ Keeping both legs straight, carry the left foot about one foot's length to the left, the weight of the body resting equally on the feet, and at the same time place the hands behind the back, the left hand resting against the body and grasping the fingers of the right hand lightly. (FIG. 2.)

*Class—
Attention.*

{ Resume the position of *Attention* by carrying the left foot back to the right, at the same time bringing the arms smartly to the sides.

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

On the caution *Class* being given when the scholars are *Standing Easy*, they will at once assume the position of *Stand at Ease*.

When scholars fall in for instruction they should be taught to place themselves in the position of *Stand at Ease*. This will give the proper distance between the scholars in the same rank.

4.—DRESSING A CLASS.

(a) *In Ranks.*

Eyes Right
—*Dress.*

On the word *Dress* the scholars in the front rank, with the exception of the one on the right, will turn their heads smartly to the right and move by short, quick steps until they are all in line and at correct distances. The scholars in the rear rank will not look to the right but will cover and correct their distances as those of the front rank take up their dressing.

Eyes—
Front.

When the teacher sees that the ranks are straight, this command will be given. The scholars will then turn their heads and eyes smartly forward again.

(b) *In File.*

A class turned to the right or left, so that the scholars in each rank stand behind each other, is in *File*, *Single* or *Double* as the case may be.

Class—
Cover.

On the word *Cover* the leading scholar or scholars will remain steady, and the others will at once place themselves directly behind those in front.

5.—NUMBERING.

From the
Right in
Twos—
Number.

On the word *Number* the scholar on the right will call *One*, the next *Two*, and so on to the left each scholar turning the head smartly to the left when numbering and to the front again immediately afterwards.

In two ranks, the front rank only will number, the scholars in the rear rank taking the same numbers as those in front of them. Young children should at first be made to prove their numbers as follows :—

<i>Number Ones</i>	{	On the word <i>Raise</i> , each of the Ones (or
<i>(or Twos),</i>		Twos), keeping the elbow at the side, will
<i>Right Hand</i>		raise the right hand to the level of the
<i>—Raise.</i>		waist.
<i>Class—</i>	{	Lower the hand smartly to the side.
<i>Attention.</i>		

6.—STEPPING FORWARD.

<i>One</i>	{	On the word <i>March</i> , keeping the body
<i>Pace</i>		erect, without hesitation, and beginning with
<i>Forward—</i>		the left foot, the scholars will take one pace
<i>March.</i>		forward, counting* two, <i>i.e.</i> , “ <i>One</i> ” for the
		step, and “ <i>Two</i> ” for bringing up the right
		foot.

7.—STEPPING BACKWARD.

<i>One</i>	{	On the word <i>March</i> , keeping the body
<i>Pace</i>		erect, without hesitation, and beginning with
<i>Backward—</i>		the left foot, the scholars will take one pace
<i>March.</i>		straight to the rear, counting* two, <i>i.e.</i> , “ <i>One</i>
		for the step, and “ <i>Two</i> ” for bringing the
		right foot back.

Two or three paces forward or backward may be taken in the same manner, counting three for two paces, and four for three paces.

* The scholars should be taught to count silently for themselves and only in exceptional circumstances permitted to count aloud.

8.—STEPPING SIDEWAYS.

*One Pace, to
the Left (or
Right)—
March.*

On the word *March*, keeping the body erect, the scholars will carry the left (or right) foot about 26 inches to the left (or right) bringing the fore part of the foot to the ground first and instantly closing the right (or left) foot to it, counting* *One* for the stride, and *Two* on closing the heels.

Stepping Sideways can be practised only when a class is opened out, or in *File*, with ranks two paces apart.

9.—MARKING TIME (FROM THE HALT).

*Quick Mark
—Time.*

On the word *Time*, beginning with the left foot, the scholars will raise their feet alternately about three inches from the ground by bending the knees. The head, body and arms must be maintained in the position of *Attention*, and care taken that the scholars mark time without moving forward or backward; the heel should be first to leave and last to reach the ground.

*Class—
Halt.*

On the word *Halt*, repeat the movement with each foot, counting* *One! Two!* resuming the position of *Attention* on the second movement.

10.—TURNINGS WHILE MARKING TIME.

Turning while Marking Time is the easiest way of turning, and should be the method used for young children. They should be taught to turn to the *right* or *left* in two movements, and *about* in three.

* See footnote on page 28.

11.—TURNINGS (AT THE HALT).

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

On the completion of this movement, the
 right foot must be flat on the ground, and
 the left heel raised, both knees braced back,
 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
 —*One.* { On the word *One*, turn a quarter circle to
 the left on the left heel and right toe,
 raising the right heel and left toe in doing
 so.

On the completion of this movement, the
 left foot must be flat on the ground, and the
 right heel raised, both knees braced back, and
 the weight of the body on the left foot.

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

Right (or
Left) Half
Turn—One. } As before, turning half right (or half left).

Two. As before.

About Turn
 —*One* { On the word *One*, turn a half circle in the
 same manner as in the *Right Turn*.

Two. As in *Right Turn (Two)*

As soon as the *Turnings* have been learned by numbers, they should be done without any pause between the movements on the executive word *Turn*, omitting the numbers, the commands being *Right—Turn* ; *Left—Turn* ; *Right Half—Turn* ; *Left Half—Turn* ; *About—Turn*.

12.—OPENING AND CLOSING RANKS.

The class will be assembled in two ranks, two paces apart, dressed and numbered in Twos.

*Right—
Turn.* } The scholars will turn to the right.

*Ranks One
Pace
Outward
—March.* { The front rank will take a side pace of 26 inches to the left, the rear rank a similar pace to the right, counting* *One* for the stride, and *Two* on closing the heels, and then remain steady.

*Ones to the
Left, Twos
to the Right,
One Pace
—March.* { The *Ones* will take a side pace of 26 inches to the left, the *Twos* a similar pace to the right, counting* *One ! Two !* as above, and then remain steady.

*Class—
Cover.* } As directed in 4 (b).

To close the ranks, reverse the movements, the commands being *Ones to the Right, Twos to the Left One Pace—March* ; *Ranks One Pace Inward—March* ; *Class—Cover*, and then, if desired, *Left—Turn*. If marching is to be done immediately, the last command should be omitted, and the following given instead, *Rear Rank, One Pace to the Left—March*.

* See footnote on page 28.

As soon as the scholars can perform the foregoing movements with precision, they will, when turned to the right, receive the command *Open Ranks—March*, or *Close Ranks—March*, when they will, without further order, smartly take the required number of side paces, counting* *One! Two!*, *One! Two!*, and then remain steady until the order, *Cover*, is given.

In cases where the **class is small**, or where only a narrow space is available, the class will be assembled in one rank, dressed and numbered in *Twos*, and the command, *Ranks, One Pace Outward--March*, will be omitted.

In cases where the **class is too large** to be formed up in one division, or where the available space is broad and short, the class will be formed up in two divisions, one behind the other, at about six paces distance, each acting independently of the other on the word of command.

If greater intervals are required than the above method allows, the class may take *Distance Forward* after turning to the right, as follows :—

<i>Distance Forward, Mark— Time.</i>	{	The scholars will mark time, and all except the leaders will gradually move backward until, by raising their arms forward, palms inward, their finger tips touch the backs of the shoulders of those in front.
--	---	--

<i>Class— Halt</i>	{	The class will halt and the arms will be lowered smartly to the sides.
------------------------	---	--

* See footnote on page 28.

In the case of young children, opening ranks may be done as follows:—

After numbering, give the commands *Right—Turn, Ranks One Pace Outward—March.*

Then on the command *Ones, Left Arm, Twos, Right Arm—Raise*, the scholars will raise the arm indicated to the level of the shoulders, palms downward.

The arms will remain extended until the order *Ones to the Left, Twos to the Right, One Pace—March*, when the scholars will take one pace in the direction in which the arms are pointing, bringing the arms smartly to the sides as the feet come together.

13.—DISMISSING A CLASS.

*Right—
Turn.*

} The scholars will turn to the right.

Dis—miss.

{ The front rank will take a side pace to the left, and the rear rank a side pace to the right, and, after a momentary pause, the scholars will disperse quietly.

ELEMENTARY STARTING POSITIONS.

Every exercise must be done from a definite starting position. The following generally used positions are described hereto save repetition later. They must be thoroughly taught, and in the early stages may be used as simple exercises. In addition to the positions here mentioned any suitable position previously taught may be used as a starting position to an exercise. Where no other position is stated in the exercises, it is to be understood that they start from the position of ATTENTION.

14.—HIPS FIRM.

Hips—Firm. { Raise the hands quickly and grasp the waist firmly just above the hips, fingers together in front and thumbs behind, palms pressed well down and elbows slightly drawn back.
(FIG. 3.)

Class— }
Attention. } Lower the arms smartly to the sides.

15.—NECK REST.

Neck—Rest. { Raise the arms quickly sideways and place the hands behind the upper part of the neck, finger-tips just meeting, chest well raised, head erect and elbows pressed well back.
(FIG. 4.)

Class— }
Attention. } Lower the arms smartly to the sides.

Before taking the four following exercises the class should receive the order (a) *Hips—Firm* or (b) *Neck—Rest*.

16.—FEET CLOSE.

Feet—Close.
*(One)** { Keeping the knees straight, raise the toes,
 and by pivoting on the heels close the feet.
 (See page 89).

Feet—Open
(Two). { Raise the toes and by pivoting on the
 heels, open the feet again to the angle
 assumed when at *Attention*.

Later these movements may be done in quick succession on the command **One, Two!* when the feet will be closed smartly and opened instantly to the proper angle.

The feet should be closed and opened before commencing the following exercises, in order to obtain correct position for their performance—*Knees Bending and Stretching, Preparation for Jumping, Lunge and Balance Exercises.*

17.—FEET ASTRIDE.

Feet
Astride—
Place. { Keeping the legs straight and the toes
 turned out, place the left foot smartly side-
 ways one foot length to the left, and then
 the right foot similarly to the right, balanc-
 ing the body equally on the feet. (See page 89).

Feet
Together—
Place. { Bring the left foot smartly back to its
 original position, and then immediately close
 the right foot to it.

* Numbers should be employed only in the repetition of an exercise, and should be preceded by the caution *Repeat*. This restriction does not however apply to *Breathing Exercises*.

18.—FOOT OUTWARD PLACE.

Left Foot
Outward—
Place (One). { Place the left foot smartly two foot-lengths outward in the direction in which the toe is pointing, the weight of the body resting equally on the feet (*See* page 89).

Class—
Recover
(Two). } Bring the left foot smartly back to the right.

Repeat with the right foot.

19.—FOOT FORWARD PLACE.

Left Foot
Forward—
Place (One). { Place the left foot smartly two foot-lengths forward, keeping the toe turned out at its original angle and the weight of the body resting equally on the feet (*See* page 89).

Class—
Recover
(Two). } Bring the left foot back smartly to the right.

Repeat with the right foot.

In these exercises when one foot is advanced, the command *Feet—Change* may be given, on which the foot in advance will be brought back to its original position and the other foot immediately placed outward or forward.

When the simple positions of the arms and feet are well known, the following combinations, done in one movement, may be practised. The movements are sufficiently indicated by the commands :—

20.—FEET CLOSE, HIPS FIRM.*With Feet Close, Hips—Firm.**Class—Attention.***21.—FEET CLOSE, NECK REST.***With Feet Close, Neck—Rest.**Class—Attention.***22.—FOOT OUTWARD, HIPS FIRM***With Left Foot Outward, Hips—Firm.**Class—Attention.*

Repeat with the right foot.

23.—FOOT OUTWARD, NECK REST.*With Left Foot Outward, Neck—Rest.**Class—Attention.*

Repeat with the right foot.

24.—FOOT FORWARD, HIPS FIRM.*With Left Foot Forward, Hips—Firm.**Class—Attention.*

Repeat with the right foot.

25.—FOOT FORWARD, NECK REST.*With Left Foot Forward, Neck—Rest.**Class—Attention.*

Repeat with the right foot.

In the four preceding exercises, when one foot is outward or forward, the command *Arms and Feet—Change* may be given, when the scholars will return to the position of *Attention* and then immediately assume the corresponding position with the other foot outward or forward.

26.—ASTRIDE, HIPS FIRM.

Older children should reach this position in the following manner.

<p><i>With Feet</i> <i>Astride,</i> <i>Hips—Firm.</i></p>	{	<p>Keeping the arms by the sides, place the left foot to the left. Then place the right foot to the right, and at the same time place the hands on the hips.</p>
---	---	--

The position of *Attention* should be resumed as directed below.

<p><i>Class—</i> <i>Attention.</i></p>	{	<p>Keeping the hands on the hips, bring the left foot back to its original position. Then close the right foot to the left, and at the same time lower the arms to the sides.</p>
--	---	---

27.—ASTRIDE, NECK REST.

This position may be reached in a similar manner, the command being *With Feet Astride, Neck—Rest.*

Note.—When any position is to be reached on one command by one arm movement and two foot movements, or *vice versa*, it should be reached in two movements, a simple and a combined movement, the combined movement coming last.

ARM FLEXIONS AND EXTENSIONS.

28. ARMS DOWNWARD STRETCHING.

Arms—Bend { Keeping the chest expanded and the upper
(One). { arms steady, bend the forearms quickly up-
 ward as far as possible, fists clenched and
 brought well back, backs of the hands turned
 outward, the whole of the body being braced
 up to its fullest extent. (FIG. 5.)

Downward— }
Stretch (Two). } Stretch the arms smartly to the sides.

29.—ARMS FORWARD STRETCHING.

Arms—Bend }
(One). } As before.

Forward— {
Stretch (Two). { Stretch the arms smartly forward, wrists
 and fingers straight, palms inward and arms
 parallel. (FIG. 6.)

Arms—Bend. As before

Downward— }
Stretch. } As before.

30.—ARMS SIDEWAYS STRETCHING

Arms—Bend }
(One). } As before.

Sideways— {
Stretch { Stretch the arms smartly sideways in line
(Two). { with the shoulders, fingers and thumbs fully
 extended and close together, palms downward.
 (FIG. 7.)

Arms—Bend. As before.

Downward— }
Stretch. } As before.

31.—ARMS UPWARD STRETCHING.

Arms—Bend } As before.
(*One*).

Upward— { Smartly stretch the arms directly upward
Stretch { to their fullest extent, the hands the width
(*Two*). { of the shoulders apart, fingers and thumbs
straight and close together, palms inward.
(FIG. 8.)

Arms—Bend. As before.

Downward— } As before.
Stretch. }

When the above exercises have been mastered the command *Arms—Bend* may be omitted, but the scholars should make a momentary but distinct pause when the arms are in the *Bend* position, before reaching the *Stretch* position. The commands will then be *Arms Downward—Stretch*; *Arms Forward—Stretch*, and so on.

Note.—In the above exercises the command *Attention* may be given when the arms are stretched forward, sideways, or upward. The arms will then be brought to the sides in the shortest possible way.

32.—ARM STRETCHINGS IN SUCCESSION.

Older scholars may take these exercises in succession on one command, as is indicated below. The intermediate *Downward Stretching* should be omitted.

Arms Forward and Upward—Stretch.

Arms Upward and Sideways—Stretch.

Arms Sideways and Downward—Stretch.

Count to four in each of the above.

Arms Forward, Upward, and Sideways—Stretch.

Arms Upward, Sideways, and Downward—Stretch.

Count to six in each of the above.

Arms Forward, Upward, Sideways, and Downward—Stretch.

Count to eight.

33.—ARMS STRETCHING UPWARD AND DOWNWARD ALTERNATELY.

STARTING POSITION—*Arms Bend.*

<i>Left Arm</i>	}	Stretch the arms smartly in the directions named, keeping the palms inward, wrists and fingers straight. (FIG. 9.)
<i>Upward,</i>		
<i>Right Arm</i>		
<i>Downward—</i>		
<i>Stretch.</i>		

<i>Arms—</i>	}	Resume the starting position.
<i>Bend (One).</i>		

<i>Right Arm</i>	}	Stretch the arms as directed.
<i>Upward,</i>		
<i>Left Arm</i>		
<i>Downward—</i>		
<i>Stretch</i>		
<i>(Two).</i>		

<i>Class—</i>	}	Lower the upstretched arm smartly to the side in the shortest possible way.
<i>Attention.</i>		

When the change of arms has been made at least once, it may be made again on the commands *One, Two*, following the caution *Repeat*. On the word *One*, the scholars will bend their arms, and on the word *Two*, reverse the stretching. When the scholars are proficient in this, the change may be made on the command

Arms—*Change*, a momentary but distinct pause being made when the arms are in the *Bend* position.

34.—ASTRIDE, ARMS UPWARD STRETCHING.

With Feet
Astride,
Arms
Upward—
Stretch.

{ Bend the arms and, at the same time, place the left foot to the left. Then stretch the arms upward and, at the same time place the right foot to the right.

Class—
Attention.

{ Bend the arms and, at the same time, bring the left foot back to its original position. Then stretch the arms downward and, at the same time, close the right foot to the left.

35.—ASTRIDE, ARMS SIDEWAYS STRETCHING.

With Feet
Astride,
Arms Side-
ways—
Stretch.

{ Bend the arms and, at the same time, place the left foot to the left. Then stretch the arms sideways and, at the same time, place the right foot to the right.

Class—
Attention.

{ As in 34.

36.—FOOT OUTWARD, ARMS UPWARD STRETCHING.

With Left
Foot Out-
ward, Arms
Upward—
Stretch.

{ Bend the arms. Then place the left foot outward, at the same time stretching the arms upward.

Class—
Attention. { Bring back the left foot to its original position, at the same time lowering the arms to the sides in the shortest possible way.

Repeat with the right foot.

In this and the following exercise, when one foot is advanced and the arms stretched upward, the command *Arms and Feet—Change* may be given, when the arms will be bent and the foot brought back to its original position. Then immediately the other foot will be advanced and the arms again stretched upward.

37.—FOOT FORWARD, ARMS UPWARD STRETCHING.

With Left
Foot For-
ward, Arms
Upward—
Stretch. { Bend the arms. Then place the left foot forward, at the same time stretching the arms upward. (FIG. 10.)

Class—
Attention. } As in 36.

Repeat with the right foot.

BALANCE EXERCISES.

38.—HEELS RAISING.

STARTING POSITION—*Hips Firm.*

Heels—
Raise (One). { Keeping the body erect, legs straight and
heels together, raise the heels quickly as
high as possible. (FIG. 11.)

Heels—Lower { Keeping the knees straight, lower the
(Two). { heels slowly.

Class— }
Attention. } As before.

This exercise may also be done from the following positions in order:—(a) *Neck Rest*, (b) *Astride, Hips Firm*, (c) *Astride, Neck Rest*, (d) *Foot Outward, Hips Firm*, (e) *Foot Outward, Neck Rest*, (f) *Arms Upward Stretch*.

39.—KNEES BENDING AND STRETCHING.

STARTING POSITION—*Hips Firm.*

Heels—Raise }
(One). { As in 38.

Knees—
Bend { Keeping the trunk and head erect and
(Two). { heels together, bend the knees slowly out-
ward until the thigh and lower leg form a
right angle. (FIG. 12.)

Knees— {
Stretch (Three) { Straighten the knees slowly, keeping the
heels raised.

Heels—Lower }
(Four). { As in 38.

Class— } As before.
Attention. }

This exercise may also be done from the position of (2) *Astride, Hips Firm.* (FIG. 13.)

Later the older boys may receive the command *Knees Full—Bend*, when the body will be lowered as far as possible.

40.—HEAD TURNING IN KNEES BEND POSITION.

Head Turning from side to side (78a) may be done in either of the *Knees Bend* positions, care being taken that correct position and balance of the trunk are maintained.

41.—ARMS SIDEWAYS STRETCHING IN KNEES BEND POSITION.

STARTING POSITION—*Arms Sideways Stretch.*

Heels—Raise. As before.

Knees—Bend { As before, keeping the arms stretched
sideways.

Arms—Bend { As before, keeping the head and body
(One). { erect. (FIG. 14.)

Sideways— }
Stretch } Stretch the arms sideways.
(Two). }

Knees— { Straighten the legs slowly without
Stretch. { lowering the heels or the arms.

Class— { Resume the position of *Attention* in one
Attention. { movement, by bringing the heels lightly to
the ground as the arms are lowered to the
sides.

42.—ARMS UPWARD STRETCHING IN KNEES BEND POSITION.

STARTING POSITION.—*Arms Upward Stretch.*

Heels— } As before.
Raise.

Knees— } As before, keeping the arms stretched
Bend. } upward.

Arms—Bend } As before, keeping the head and body
(One.) } erect. (FIG. 14.)

Upward— } Stretch the arms upward, keeping the
Stretch (Two). } knees bent.

Knees— } Straighten the legs slowly without lower-
Stretch. } ing the heels.

Class— { Resume the position of *Attention* in one
Attention. { movement, by bringing the heels lightly to
the ground and the arms to the sides in the
shortest possible way.

43.—LEG SIDEWAYS RAISING WITH ARMS SIDEWAYS RAISING.

With Arms } Raise the arms and at the same time raise
Sideways } the left leg sideways to the left. The leg
Raising, } should be straight and the foot stretched
Left Leg— } away from the body.
Raise (One.)

Arms and } Lower the arms and leg slowly to the
Leg—Lower } position of *Attention*.
(Two.)

Repeat with the right leg.

44.—LEG SIDEWAYS RAISING.

STARTING POSITION—*Hips Firm.*

Left Leg— { Raise the leg sideways to the left as
Raise (One.) { high as possible without unduly disturbing
 the erect position of the body. (FIG. 15).

Leg—Lower } Lower the leg to its original position.
(Two.) }

Repeat with the right leg.

Class— } As before.
Attention. }

This exercise may also be done from the position of (a)
Neck Rest.

45.—KNEE RAISING.

STARTING POSITION—*Hips Firm.*

Left Knee— { Bend the left knee upward until the thigh
Raise (One.) { is at right angles with the body, the lower
 leg hanging straight downward from the
 knee, toe pointing downward as far as
 possible, body erect. (FIG. 16).

Knee— } Lower the leg to its original position.
Lower (Two.) }

Repeat with the right leg.

Class— } As before.
Attention. }

This exercise may also be done from the position of (a)
Neck Rest.

46.—FOOT BENDING AND STRETCHING.

Foot Bending and Stretching should be done in *Knee Raise* position. On the command *Foot Upward—Bend (One)*, bend the foot upward as high as possible. *Downward—Bend (Two)*, turn the toe downward again.

47.—KNEE RAISING AND FORWARD STRETCHING.

STARTING POSITION—*Hips Firm.*

Left Knee— }
Raise (One). } As in 45.

Leg Forward— } Keeping the thigh raised as much as
Stretch } possible, stretch the leg and foot forward.
(Two). } (FIG. 18)

Knee—Bend }
(Three). } Resume position *One*.

Knee—Lower }
(Four). } Lower the leg to its original position.

Repeat with the right leg.

Class— }
Attention. } As before.

This exercise may also be done from the position of
(a) *Neck Rest*.

48.—KNEE RAISING AND BACKWARD STRETCHING.

STARTING POSITION—*Hips Firm.*

Left Knee— }
Raise (One). } As in 45.

Leg Back- } Keeping the body erect, slowly stretch
ward— } the leg and foot to the rear, the toe pointing
Stretch (Two). } to the ground. (FIG. 17.)

Knee—Raise }
(Three). } Resume position *One*.

Knee—Lower }
(Four). } As in 45.

Repeat with the right leg.

Class— }
Attention. } As before.

This exercise may also be done from the position of
(a) *Neck Rest.*

SHOULDER EXERCISES.

49.—ARMS FORWARD RAISING.

Arms Forward— { Raise the arms forward to the level of the shoulders, palms inward, elbows and fingers straight, arms parallel. (FIG. 6).
Raise (One). {
Downward— { Lower the arms to the sides.
Lower (Two). }

50.—ARMS SIDEWAYS RAISING.

Arms Sideways— { Raise the arms sideways in line with the shoulders, fingers extended, and palms downward. (FIG. 7).
Raise (One). {
Downward— { Lower the arms to the sides.
Lower (Two). }

(a) *Heels Raising* at *One* and *Lowering* at *Two* may be added later, the commands then being *With Heels Raising, Arms Sideways—Raise ; Downward—Lower.*

51.—HANDS TURNING.

Hands Turning may be practised when the scholars are in the *Arms Sideways Raise* position. On the command *Hands—Turn* the palms will be turned upward or downward as the case may be.

52.—ARMS FORWARD AND UPWARD RAISING.

Arms Forward and Upward— { Raise the arms forward as in 49, and continue the movement upward till the arms are in the *Upward Stretch* position. (FIG. 8).
Raise (One). }

Forward and Downward— Lower the arms forward and downward to the sides, keeping the arms parallel and the palms inward.
Lower (Two).

53.—ARMS SIDEWAYS AND UPWARD RAISING.

Arms Sideways— } As in 50.
Raise (One).

Upward— } Keeping the arms straight and well back,
Raise (Two). } turn the palms smartly upward and immediately raise the arms until they are vertical above the shoulders. (FIG. 8.)

Sideways— } Lower the arms sideways to the level of
Lower (Three). } the shoulders, keeping the palms upward and arms well drawn back.

Downward— } Turn the palms smartly downward and
Lower (Four). } lower the arms to the sides.

After some practice the *Sideways and Upward Raising* should be done in one continuous movement on the command *Arms Sideways and Upward—Raise (One)*, the palms being turned upward on passing the level of the shoulder. On the command *Sideways and Downward—Lower (Two)* the arms should be brought to the position of *Attention* by reversing the movement.

(a) *Heels Raising* at *One* and *Lowering* at *Two* may be added later, the commands then being *With Heels Raising, Arms Sideways and Upward—Raise ; Sideways and Downward—Lower.*

54.—ARMS CIRCLING.

Arms Forward and Upward—
Raise (One). } Raise the arms slowly forward and upward
 as in 52.

Sideways and Downward—
Lower (Two). } Keeping the arms well back, lower them
 sideways and downward as in 53.

(a) *Heels Raising at One and Lowering at Two* may be added later, the commands then being *With Heels Raising, Arms Forward and Upward—Raise ; Sideways and Downward—Lower.*

55.—ARMS FLINGING.

STARTING POSITION—*Arms Sideways Raise.*

Forward—
Bend (One). { Keeping the upper arms steady and elbows
 well back, bend the lower arms forward
 and inward. The chest must be expanded
 throughout the exercise and the head kept
 erect, the hands should not touch the chest
 nor one another. (FIG. 19)

Sideways—
Fling (Two). } Fling the arms out vigorously to their
 fullest extent sideways, palms downward.

Class—
Attention. } Lower the arms smartly and quietly to
 the sides.

When the arms are in the position of *Sideways Fling* the *Bending* and *Flinging* may be done in quick succession on the command, *One, Two !*

N.B.—When the scholars are well acquainted with the position of *Arms Forward Bend*, that position may be assumed in one movement from *Attention*, the command being *Arms Forward—Bend*. This position may then be used as a Starting Position as in Exercise 56.

56.—FOOT FORWARD ARMS FLINGING.

STARTING POSITION—*Arms Forward Bend*.

<i>With Left Foot Forward, Arms— Fling (One).</i>	}	Place the left foot forward as in 19 and at the same time fling the arms sideways as in 55.
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<i>Class— Recover (Two).</i>	}	Return to the starting position.
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Repeat with the right foot.

<i>Class— Attention.</i>	}	Lower the arms smartly to the sides.
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57.—ARMS SIDEWAYS SWINGING.

STARTING POSITION—*Arms Forward Raise*

<i>Sideways— Swing. (One).</i>	{	Swing the arms sideways until they are in line with the shoulders, palms downward, arms well drawn back.
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<i>Forward— Swing. (Two).</i>	{	Swing the arms quickly forward to the first position, palms inward.
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<i>Class— Attention.</i>	}	Lower the arms smartly to the sides.
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58.—ARMS FORWARD AND SIDEWAYS SWINGING.

STARTING POSITION—*Arms Forward and Upward Raise.*

Forward and Sideways—Swing.
(One.)

{ Swing the arms down smartly in front of and level with the shoulders, palms inward, arms fully extended, and without a pause force them back in line with the shoulders, turning the palms downward.

Forward and Upward—Swing.
(Two.)

{ Keeping the arms extended swing them forward and upward to the first position.

Class—Attention.

{ Lower the arms smartly to the sides in the shortest possible way.

59.—FOOT FORWARD, ARMS FORWARD AND SIDEWAYS SWINGING.

STARTING POSITION—*Arms Forward and Upward Raise.*

With Left Foot Forward, Arms Forward and Sideways—Swing.
(One.)

{ As in 58, at the same time placing the left foot forward.

Class—Recover. (Two)

{ Return to the starting position

Repeat with the right foot.

Class—Attention.

{ Lower the arms smartly to the sides in the shortest possible way.

LUNGE EXERCISES.

60.—OUTWARD LUNGING.

STARTING POSITION—*Hips Firm.*

Left Foot
Outward—
Lunge. (One). { Keeping the right foot flat on the ground and the right leg straight, lunge out sharply with the left leg three foot-lengths in the direction in which the toe is pointing, left knee well bent, head and body inclined so as to be in line with the right leg. The scholars should look in the direction of the lunge without turning the body. (FIG. 20 and page 89.)

Class—
Recover (Two). { Keeping the right leg straight, press sharply from the ground with the left foot and resume the starting position.

Repeat with the right foot.

Class—
Attention. { As before.

When in the position of *Outward Lunge* or *Forward Lunge*, with *Hips Firm*, the command *Feet—Change* may be given. The heels will then be closed as in *Recover*, and the lunge repeated with the other foot. The change will be made in two distinct movements, making a slight pause when at the *Recover*.

61.—OUTWARD LUNGING, ARMS STRETCHING OBLIQUELY.

STARTING POSITION—*Arms Bend.*

With Arms
Stretching
Obliquely,
Left Foot
Outward—
Lunge. (One). { Lunge outward as in 60, at the same time stretching the left arm upward and the right arm downward. The left arm should be kept well up and the right arm should be held parallel to it. (FIG. 21.)

Class—Re- } Bend the arms smartly and at the same
cover. (Two). } time resume to the starting position.

Repeat with the right foot, reversing the position of the arms.

Class— }
Attention. } As before.

When in any position of *Lunge* with arms stretched the command *Arms and Feet—Change* may be given. The heels will then be closed and the arms bent as in *Recover*, and the lunge repeated with the other foot.

62.—ARMS UPWARD STRETCHING IN OUTWARD LUNGE POSITION.

STARTING POSITION—*Hips Firm.*

Left Foot
Outward— }
Lunge. } As in 60.

Arms— } Bend the arms without altering the
Bend. (One). } position of the body.

Upward— } Stretch the arms upward in line with the
Stretch. (Two). } body. (FIG. 22.)

Arms—Bend. As before.

Hips—Firm. As before.

Class— }
Recover. } As in 60.

Repeat with the right foot outward.

Class— }
Attention. } As before.

63.—OUTWARD LUNGING, ARMS UPWARD STRETCHING.

STARTING POSITION—*Arms Bend.*

<i>Arms</i>	}	Lunge outward as in 60, and at the same time stretch the arms upward.
<i>Upward, Left</i>		
<i>Foot Outward</i>		
<i>—Lunge.</i>		

<i>Class—</i>	}	Bend the arms smartly, and at the same time resume the starting position.
<i>Recover.</i>		

Repeat with the right foot.

<i>Class—</i>	}	As before.
<i>Attention.</i>		

64.—FORWARD LUNGING.

STARTING POSITION—*Hips Firm.*

<i>Left Foot</i>	}	Keeping the right foot flat on the ground and the right leg straight, lunge straight forward with the left foot three foot-lengths, knee well bent, foot flat on the ground and turned out at its original angle ; hips square to the front, head and body inclined forward so as to be in line with the right leg. (FIG. 23 and page 89.)
<i>Forward—</i>		
<i>Lunge (Cn).</i>		

<i>Class—</i>	}	Keeping the right leg straight and the foot flat on the ground, press sharply from the ground with the left foot and resume the starting position.
<i>Recover</i>		
<i>(Two).</i>		

Repeat with the right foot.

<i>Class—</i>	}	As before.
<i>Attention.</i>		

65.—FORWARD LUNGING, ARMS FLINGING.

STARTING POSITION—*Arms Forward Bend.*

*With Arms
Flinging,
Left Foot
Forward—
Lunge (One).*

Lunge forward as in 64 and at the same time fling out the arms sideways, palms downward.

*Class—Re-
cover (Two).*

Recover from the lunge and at the same time bring the arms smartly to the starting position.

Repeat with the right foot.

*Class—
Attention.*

Lower the arms smartly to the sides.

66. — FORWARD LUNGING, ARMS FORWARD AND SIDEWAYS SWINGING.

STARTING POSITION—*Arms Forward and Upward Raise.*

*With Arms
Swinging,
Left Foot
Forward—
Lunge (One).*

Lunge forward as in 64 and at the same time swing the arms forward and sideways.

*Class—
Recover
(Two).*

Recover from the lunge and at the same time swing the arms forward and upward to the starting position.

Repeat with the right foot.

Class—

Lower the arms smartly to the sides in the shortest possible way

67.—ARMS UPWARD STRETCHING IN FORWARD LUNGE POSITION.

STARTING POSITION—*Hips Firm.*

Left Foot
Forward—
Lunge. } As in 64.

Arms—
Bend (One). } Bend the arms without altering the position of the body.

Upward—
Stretch (Two). } Stretch the arms upward in line with the body (FIG. 24.)

Arms—
Bend. } As before.

Hips—
Firm. } As before.

Class—
Recover. } As in 64.

Repeat with the right foot forward.

Class—
Attention. } As before.

68.—DOWNWARD BENDING IN FORWARD LUNGE POSITION.

STARTING POSITION—*Hips Firm.*

Left Foot
Forward—
Lunge. } As in 64.

Arms— }
Bend. } As before.

Upward— } Stretch the arms upward in line with
Stretch. } the body.

Trunk }
Downward— } Keeping the arms parallel to the head bend
Bend (One). } forward and downward as far as possible.
(FIG. 25.)

Upward— } Resume the upright position. (With
Stretch } older children the arms should lead the
(Two). } movement.)

Arms— }
Bend. } As before.

Hips— }
Firm. } As before.

Class— }
Recover. } As in 64.

Repeat with the right foot forward.

Class— }
Attention. } As before.

HEAD AND TRUNK EXERCISES.—FORWARD AND BACKWARD BENDING.

69.—HEAD BACKWARD BENDING

STARTING POSITION—*Hips Firm.*

<i>Head</i>	}	Without altering the position of the trunk bend the head slowly backward, care being taken that the chin is not pushed forward.
<i>Backward—</i>		
<i>Bend (One).</i>		

(FIG. 26.)

<i>Upward—</i>	}	Drawing the chin well in, raise the head slowly to its former position.
<i>Stretch (Two).</i>		

<i>Class—</i>	}	As before.
<i>Attention.</i>		

70.—TRUNK FORWARD BENDING.

STARTING POSITION—*Hips Firm.*

<i>Trunk</i>	}	Bend the trunk slowly forward from the hips, chest fully expanded, head kept slightly back, eyes directed forward. (FIG. 27.)
<i>Forward—</i>		
<i>Bend</i>		
<i>(One).</i>		

<i>Upward—</i>	}	Slowly resume the starting position.
<i>Stretch</i>		
<i>(Two).</i>		

<i>Class—</i>	}	As before.
<i>Attention.</i>		

This exercise may also be done from the following positions in order :—(a) *Astride, Hips Firm* ; (b) *Neck Rest* ; (c) *Astride, Neck Rest*.

71.—TRUNK BACKWARD BENDING.

STARTING POSITION—*Hips Firm.*

<i>Trunk</i>	} Keeping the knees straight, bend the trunk backward slowly, the head commencing the movement, the whole of the spine being arched, eyes directed upward. (FIG. 28.)
<i>Backward—</i>	
<i>Bend</i>	
<i>(One).</i>	
<i>Upward—</i>	} By reversing the former movement, raise the trunk and head slowly to their former position.
<i>Stretch</i>	
<i>(Two).</i>	
<i>Class—</i>	} As before.
<i>Attention.</i>	

This exercise may also be done from the following positions in order :—(a) *Astride, Hips Firm* ; (b) *Neck Rest* ; (c) *Astride, Neck Rest*.

72.—ARMS FLINGING IN TRUNK FORWARD BEND POSITION.

STARTING POSITION—*Arms Sideways Raise.*

<i>Trunk</i>	} Keeping the arms well stretched and horizontal bend forward as in 70, the back well hollowed.
<i>Forward—</i>	
<i>Bend.</i>	
<i>Arms Forward—Bend</i>	} As in 55.
<i>(One).</i>	
<i>Sideways—</i>	} As in 55.
<i>Fling (Two).</i>	
<i>Trunk Upward—Stretch.</i>	} Resume the starting position
<i>Class—</i>	
<i>Attention.</i>	} As before.

73.—ARMS FLINGING IN TRUNK BACKWARD BEND POSITION.

STARTING POSITION—*Arms Sideways Raise.*

<i>Trunk</i>	}	Keeping the arms well stretched and in line with the shoulders, bend the trunk backward as in 71.
<i>Backward</i>		
<i>—Bend.</i>		

<i>Arms Forward—Bend</i>	}	As in 55.
<i>(One).</i>		

<i>Sideways—</i>	}	As in 55.
<i>Fling (Two).</i>		

<i>Trunk</i>	}	Resume the starting position.
<i>Upward—</i>		
<i>Stretch.</i>		

<i>Class—</i>	}	As before.
<i>Attention.</i>		

74.—TRUNK BENDING WITH ARMS IN UPWARD STRETCH POSITION.

STARTING POSITION—*Astride, Arms Upward Stretch.*

<i>Trunk</i>	}	With the chest advanced, knees straight, and arms kept well up, bend slowly forward as in 70. (The extent of the bending should be increased gradually.) (FIG. 29.)
<i>Forward—</i>		
<i>Bend (One).</i>		

<i>Upward—</i>	}	Raise the trunk slowly to its former position, the arms leading the movement.
<i>Stretch (Two).</i>		

<i>Backward—</i>	}	Keeping the arms stretched upward, bend the trunk backward as in 71, the arms leading. (The extent of the bending should be increased gradually.) (FIG. 30.)
<i>Bend (Three).</i>		

Upward—
Stretch
(Four). } Still keeping the arms stretched, raise the trunk slowly to its former position.

Class—
Attention. } As in 34.

75.—TRUNK DOWNWARD BENDING.

STARTING POSITION—*Astride, Arms Upward Stretch.*

Trunk
Forward—
Bend (One). } As in 74.

Downward—
Bend (Two). { Bend the trunk downward, reaching out as far as possible with the arms in doing so, the arms being kept close to the head.
 (FIG. 31.)

Forward—
Stretch
(Three). { Raise the trunk again to the *Forward Bend* position, taking care to keep the back straight, to arch forward the chest, and to keep the arms by the head. (With older children the arms should lead the movement.)

Upward
—Stretch
(Four). } Raise the body slowly to the starting position.

Class—
Attention. } As in 34.

76.—ARMS STRETCHING IN TRUNK FORWARD BEND POSITION.

STARTING POSITION—*Astride, Arms Upward Stretch.*

<i>Trunk</i>	}	As in 74.
<i>Forward</i>		
<i>—Bend.</i>		

<i>Arms—Bend.</i>	}	As before.
<i>(One).</i>		

<i>Arms Upward</i>	{	Keeping the body quite steady and square to the front, knees straight, and chest well forward, head up and chin in, stretch the arms upward beside the head, taking care that the head maintains its position and is not bent down to meet the arms.
<i>—Stretch.</i>		
<i>(Two).</i>		

<i>Trunk</i>	}	As before.
<i>Upward</i>		
<i>—Stretch.</i>		

<i>Class—</i>	}	As in 34.
<i>Attention.</i>		

77.—ARMS STRETCHING IN TRUNK BACKWARD BEND POSITION.

STARTING POSITION—*Left Foot Forward, Arms Upward
Stretch.*

Trunk
Backward—
Bend. } Bend the trunk slightly backward, the
arms leading, shoulders and hips kept square
to the front.

Arms—Bend }
(One). } As before.

Arms Upward }
—Stretch } As before.
(Two). }

Trunk
Upward—
Stretch. } Resume the starting position,

Class— }
Attention. } As in 36.

Repeat with the right foot forward.

HEAD AND TRUNK EXERCISES—TURNING AND SIDEWAYS BENDING.

78.—HEAD TURNING.

STARTING POSITION—*Hips firm.*

Head Left— { Keeping the body erect and steady, turn
Turn (One). { the head slowly to the left as far as possible,
looking in that direction. (FIG. 32.)

Forward— } Turn the head slowly to its former position.
Turn (Two). }

Repeat to the right.

Class— } As before.
Attention. }

(a) After some practice *Head Turning* may be done from side to side, the commands being *Head Left—Turn (One)* ; *Right—Turn (Two)* ; *Forward—Turn (Three)*.

Repeat beginning on the right side.

79.—TRUNK TURNING.

STARTING POSITION—*Hips Firm.*

Trunk { Turn the trunk slowly as far as possible to
Left—Turn { the left, the head keeping its position relative
(One). { to the shoulders.

Forward— } Turn the trunk slowly forward.
Turn (Two). }

Repeat to the right.

Class— } As before.
Attention. }

This exercise may also be done from the position of (a) *Astride, Neck Rest* (FIG. 33.) ; (b) *Feet Close, Neck Rest*.

80.—TRUNK TURNING WITH ARMS IN UPWARD STRETCH POSITION.

STARTING POSITION—*Astride, Arms Upward Stretch.*

Trunk Left— { Keeping the arms stretched upward and
Turn (One). { the width of the shoulders apart, turn to the
left as in 79.

Forward— { Turn the trunk slowly forward, keeping
Turn (Two). { the arms well stretched.

Repeat to the right.

Class— }
Attention. } As in 34.

18.—ARMS STRETCHING IN TRUNK TURN POSITION.

STARTING POSITION—*Astride, Arms Upward Stretch.*

Trunk
Left—Turn. } As in 80.

Arms—
Bend (One). } As before.

Upward—
Stretch
(Two). } As before.

Trunk
Forward— { Turn the trunk slowly forward, keeping
Turn. { the arms well stretched.

Repeat to the right.

Class— }
Attention. } As before.

82.—TRUNK TURNING, ARMS SWINGING.

STARTING POSITION—*Astride, Arms Upward Stretch.*

Trunk Left—
Turn. } As in 80.

Arms Right—
Swing (One). { Keeping the body erect, swing the arms
smartly down in front of, and close to, the
body and up to the right, turning the trunk
to the right at the same time.

Left—
Swing (Two). { Swing the arms smartly down to the front
and up to the left, turning the trunk to the
left at the same time.

Forward—
Turn. } Turn the trunk slowly forward, keeping
the arms well stretched.

Repeat beginning on the right side.

Class—
Attention. } As before.

83.—TRUNK SIDEWAYS BENDING.

STARTING POSITION—*Hips Firm.*

Trunk to the
Left—Bend
(One). } Bend slowly to the left, shoulders square
to the front, eyes directed to the front, head
held in position relative to the shoulders.

Upward—
Stretch (Two). } Raise the trunk slowly to the upright
position.

Repeat to the right.

Class—
Attention. } As before.

The foregoing exercise may also be done from the following positions in order:—(a) *Feet Close, Hips Firm*; (b) *Feet Close, Neck Rest*; (c.) *Astride, Neck Rest*. (FIG. 34.)

84.—TRUNK SIDEWAYS BENDING WITH ARMS IN ALTERNATE STRETCH POSITION.

With Feet Close } Perform the two movements simultaneously.
Arms—Bend. }

Right Arm }
Upward, Left }
Arm Down- } As in 33.
ward— }
Stretch. }

Trunk to the } Bend the trunk slowly to the left, keeping
Left—Bend } the head square to the shoulders, the left
(One). } arm close to the side, the right arm parallel
to the head. (FIG. 35.)

Trunk }
Upward— } Raise the trunk to the upright position.
Stretch (Two). }

Arms— }
Change. } Bend the arms and reverse the stretching.

Repeat to the right.

Class— } Lower the upstretched arm smartly to the
Attention. } side in the shortest possible way.

85.—TRUNK SIDEWAYS BENDING WITH ARMS IN SIDEWAYS STRETCH POSITION.

STARTING POSITION—*Arms Sideways Stretch.*

<i>Trunk to the</i>	}	As in 83, taking care to keep the arms well stretched and in line with the shoulders.
<i>Left—Bend</i>		
<i>(One).</i>		

<i>Upward—</i>	}	Raise the trunk to the upright position.
<i>Stretch (Two).</i>		

Repeat to the right.

<i>Class—</i>	}	As before.
<i>Attention.</i>		

This exercise may also be done from the position of (a) *Astride, Arms Sideways Stretch.* (FIG. 36.)

86.—TRUNK SIDEWAYS BENDING WITH ARMS IN UPWARD STRETCH POSITION.

STARTING POSITION—*Astride, Arms Upward Stretch.*

<i>Trunk to the</i>	}	As in 83, keeping the arms well stretched up, and the hands the width of the shoulders apart. (FIG. 37.)
<i>Left—Bend</i>		
<i>(One).</i>		

<i>Upward—</i>	}	Raise the trunk to the upright position.
<i>Stretch (Two).</i>		

Repeat to the right.

<i>Class—</i>	}	As in 34.
<i>Attention.</i>		

87.—TRUNK SIDEWAYS BENDING IN FOOT FORWARD POSITION.

STARTING POSITION—*Left Foot Forward, Neck Rest.*

<i>Trunk to the</i>	}	As before.
<i>Left—</i>		
<i>Bend (One).</i>		

<i>Upward—</i>	}	As before
<i>Stretch (Two).</i>		

<i>Class—</i>	{	Bring the left foot back to the right, and at the same time lower the arms smartly to the sides.
<i>Attention.</i>		

Repeat with the right foot forward, bending to the right

MARCHING.

The length of pace will, of course vary with the average size of the children in the Class ; but the length of pace for the older scholars should be about twenty-six inches.

The cadence or number of paces taken each minute, should be :—In *quick time*, from 130 to 140 paces ; in *double time*, about 180 paces.

In marching the scholars must maintain the **correct position** of their heads and bodies, as directed in the position of *Attention*, and they must be well balanced on their legs. Their arms must swing naturally from their shoulders, 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 nor behind the body. The hand must not be raised higher than the waist ; and care must be taken that the shoulder and elbow 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 placed firmly on the ground.

The class will be formed in file, the ranks being one pace apart, and having taken *Distance Forward* will receive the command *Quick—March*.

88.—THE QUICK MARCH.

*Quick—
March.*

On the word *March*, the scholars will step off together with the left foot, in *quick time*, marking the first pace by a beat with the left foot, and will continue to step a full pace, without increasing or diminishing their distances from one another. The leaders will march straight forward, the remainder covering correctly during the march.

89.— THE HALT.

*Class—
Halt.*

On the word *Halt*, the moving foot will complete its pace, and the other will be brought smartly up into line with it, counting* *One, Two, i.e., One* for completing the pace and *Two* for closing the heels.

90.—CHANGING DIRECTION.

*Right (or
Left)—
Wheel.*

When marching in file the leaders, on the word *Wheel*, will move abreast round a quarter of the circumference of a circle having a radius of about three feet. The other scholars, in succession, will follow in the footsteps of those in advance without unduly increasing or diminishing their distances from one another or altering the time, but shortening the pace a little with the inner foot, as they wheel.

If a class is ordered to halt or mark time when a part only has wheeled into the new direction, the remainder will cover off, if required, by a diagonal movement on the command *Rear Files—Cover*.

* See footnote on page 28.

91.—MARKING TIME (FROM THE MARCH).

*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 three inches ; the arms must not swing and the body must be kept steady.

*Class—
Forward.*

{ On the word *Forward* the scholars will lead on with a full pace, making a smart beat with the left foot in doing so.

92.—CHANGING STEP.

*Change—
Step.*

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

This is necessary when part of a class, 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.

93.—TURNING ABOUT (ON THE MARCH).

*About—
Turn.*

{ On the word *Turn*, which should be given when the left foot is on the ground, each scholar will turn about to the right in three movements and move forward, marking the fourth pace, which must be a full one.

94.—MARCHING WITH HEELS RAISED.

*With Hips
Firm,
Heels—
Raise.*

The command *Raise* being given as the left foot meets the ground, smartly assume the *Hips Firm* position as the right foot makes its pace and as the next pace is taken, with a slight bend of the knee, rise on the fore part of the feet, the cadence remaining the same but the length of the pace being slightly reduced. Care should be taken that the ranks are sufficiently far apart during the performance of this exercise.

*Arms and
Heels—
Lower.*

The command *Lower* being given as the left foot meets the ground, complete the next pace on the fore part of the right foot, lower the arms to the sides and resume the ordinary *Quick March* on the left foot, beating it smartly on the ground to mark the change.

This exercise may also be done with the arms in the position of (a) *Neck Rest* the command being *With Neck Rest, Heels—Raise.*

95.—MARCHING WITH KNEES RAISING.

*With Hips
Firm
Knees—
Raise.*

The command *Raise* being given as the left foot meets the ground, smartly assume the *Hips Firm* position as the right foot meets the ground, and before the left foot again meets the ground, raise the left knee until the thigh is horizontal, toe pointed downward. As this pace is taken rise on the fore part of the feet, and then continue marching with heels raised and knees raising.

*Arms and
Knees—
Lower.*

The command *Lower* being given as the left foot meets the ground, raise the right knee as before, then lower the arms and resume the ordinary *Quick March* on the left foot, beating it smartly on the ground to mark the change.

96.—MARKING TIME WITH KNEES RAISING.

Knees Raising may also be done *Marking Time* instead of *Marching*.

97.—MARCHING WITH HOPPING ALTERNATELY ON THE LEFT AND RIGHT FOOT.

*With Hips
Firm,
On the Left
Foot—Hop.*

The command *Hop* being given as the left foot meets the ground, smartly assume the *Hips Firm* position as the right foot makes its pace and, immediately after the left foot has again come to the ground, hop forward on the fore part of that foot a distance of about twelve inches, head erect, chest

*With Hips
Firm,
On the Left
Foot—Hop.
(contd.)*

{ advanced, back hollowed; the right leg straight and kept well to the rear, toe pointed to the ground. Take a pace forward with the right foot and repeat the hop, the left leg straight and extended to the rear. Continue the hopping, changing feet at each hop, the intermediate stride being a shortened pace with heels raised.

*Quick
March—
Change.*

{ The command *Change* being given as the right foot meets the ground, complete the hop on that foot, and then taking a full pace forward with the left foot and beating it smartly on the ground resume the ordinary *Quick March*, lowering the arms to the sides.

The scholars should be made to *hop as high as possible*, and to keep the heel well raised during the hopping movement. The upright position of the head and body must be maintained and the shoulders kept square to the front.

This exercise may also be done with arms in the position of (a) *Neck Rest*, the command being *With Neck Rest, on the Left Foot—Hop*.

98.—DOUBLE MARCH.

*Double—
March.*

The scholars will step off with the left foot in double time, running lightly on the fore part of the feet 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 waist, fists clenched, backs of the hands outward. The arms should move backward and forward with freedom, care being taken that the hands are kept the width of the shoulders apart. 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 all working freely. The feet must be well raised 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 kicked up behind.

*Class—
Halt.*

{ As in 89, at the same time lowering the arms and resuming the position of *Attention*.

As a rule the *Double March* should be commenced from the *Quick March* and be ended by a change into the *Quick March* again.

99.—CHANGING FROM QUICK TIME INTO DOUBLE
TIME AND VICE VERSA.

Double
March
—*Change.*

{ The command *Change* being given when the left foot meets the ground, the arms will be instantly raised and the change into double time made when the left foot next meets the ground.

Quick
March
—*Change.*

{ The command *Change* being given when the left foot meets the ground, the arms will be instantly lowered and the *Quick March* resumed when the left foot next meets the ground.

JUMPING.

100.—PREPARATION FOR JUMPING.

STARTING POSITION—*Hips Firm.*

Prepare to— { On the command *Jump*, perform the four
Jump. { movements of *Knees Bending and Stretching*
(*heels raising, knees bending, knees stretching,*
and *heels lowering*), in quick time, one after
the other and without a separate command,
counting* to four.

Class— {
Attention. { As before.

This exercise may also be done from the position of (a)
Astride, Hips Firm.

101.—ASTRIDE JUMPING.

STARTING POSITION—*Astride, Hips Firm.*

Heels— {
Raise. { As before.

Astride { Slightly bend the knees, jump upward,
—Jump. { straighten the knees and bring the heels
together, alighting on the toes, with the
knees slightly bent. By another jump
return to the former position, and continue
the movements at the same rhythm as the
Quick March.

Class— { Bring the heels together straighten the
Steady. { knees and remain on the toes.

Class— {
Attention. { As before.

* See footnote on page 28.

102. **ASTRIDE JUMPING WITH KNEES BENDING.**STARTING POSITION—*Astride Hips Firm.**Heels—Raise.* As before.*Knees—Bend.* As in 39.

Astride—
Jump. { Jump upward, straighten the knees and bring the heels together, alighting on the toes with knees slightly bent. By another jump return to the former position with knees well bent, and continue the movements.

Class—
Steady. } Bring the heels together, straighten the knees and remain on the toes.

Class—
Attention. } As before.

103.—**UPWARD JUMPING.**

Heels—Raise
(One). } As before.

Knees—Bend
(Two). } As before.

Upward—
Jump
(Three—
Four). { Stretch the knees quickly and spring upward from the ground, straightening the whole body in so doing and come down on the toes with the knees well out, and the body in full balance. The head and body should be kept erect during the whole movement.

Knees—
Stretch
(Five). } As before.

Heels—
Lower
(Six). } As before.

Class—
Attention. } As before.

After some practice the whole exercise should be made continuous and the six movements done to one command, viz., *Upward—Jump*.

104.—UPWARD JUMPING WITH ARMS SIDEWAYS RAISING.

With Arms
Sideways
Raising,
Upward—
Jump. { Raise the heels and bend the knees as before. On the jump from the ground raise the arms quickly sideways to shoulder level, and lower them again quickly as the body alights on the toes. Stretch the knees and lower the heels as in 103.

The six movements should be continuous and done to one command as in 103.

105.—UPWARD JUMPING WITH TURNING.

With Left (or
Right) Turn,
Upward—
Jump. { Raise the heels and bend the knees. On the jump from the ground, turn the body as directed and alight on the toes with the knees well out. Stretch the knees and lower the heels as before.

Repeat until the class faces the front again.

106.—FORWARD JUMPING.

*With One
Pace, From
the Left Foot
—Jump.*

{ Step forward with the left foot, slightly bending the knee, and immediately jump forward, alighting on the toes with knees bent and coming to *Attention* in the manner indicated in *Upward Jumping* (103).

*With One
Pace, From
the Right Foot
—Jump.*

{ Step forward with the right foot, and proceed as above.

(a) Older children may take 3 paces before jumping, the command being *With Three Paces From the Left (or Right) Foot—Jump.*

DEEP BREATHING EXERCISES.

These exercises are of great value, and should form part of the daily training of every scholar. It is of great importance that the correct method of nasal breathing should be taught from the beginning of school life.

1. *For Infants*, a simple imitative exercise is the most easily acquired.

The infants, standing or sitting, and watching the teacher, place the left hand over the pit of the stomach and breathe in as she does, noticing the hand rise during inhalation. The child then breathes out slowly, the hand at the same time sinking. On each occasion the teacher must watch the class carefully, and note that all the mouths are firmly closed and that all breathing is through the nostrils only.

This exercise should be repeated about 6 times at least twice daily.

2. *For Older Pupils*.

The teacher, starting from the position of attention, should see that all the mouths are firmly shut ; then on the command *Breathe—In* (slowly given) instruct the pupils to breathe in slowly and deeply through the nostrils only, until the chest is fully expanded ; then on the command *Breathe—Out* (slowly given) to breathe out quietly and steadily ; this exercise should be repeated about 10 times at least twice daily. When the exercise is repeated the commands *In, Out* only should be used.

Note.—Care must be taken that during inhalation the head and chest be not thrown too far back nor the abdomen thrust forward.

When the exercise has been thoroughly acquired, it can be gradually combined with the slow arm movements, which bring into play the auxiliary muscles of respiration.

3. *Combined Breathing and Slow Arm Exercises.*

When a combined movement is used, the caution *With Deep Breathing* should always precede the command for the arm movements, *e.g.*—*With Deep Breathing, Arms Sideways—Raise.* The arm movements employed should follow the rhythm of normal respiration (inhalation, exhalation—pause; inhalation, exhalation—pause), &c., and the breathing act must not be made to follow any artificial or arbitrary rhythm like that of music. It is also impossible that all members of a class should do the movements in absolute unison, for no two persons breathe naturally exactly alike.

The most suitable arm movements to combine with the deep breathing exercises are:—

107.—WITH DEEP BREATHING—ARMS SIDEWAYS RAISING.

<i>With Deep Breathing, Arms Sideways—Raise (One).*</i>	}	Raise the arms as in 50, and at the same time breathe in slowly through the nostrils until the chest is fully expanded.
---	---	---

<i>Lower (Two).</i>	{	Breathe out naturally, and at the same time lower the arms to the sides.
---------------------	---	--

* See footnote on page 35—Breathing Exercises

(a) This exercise may also be combined with *Heels Raising*, the commands being *With Deep Breathing, Arms Sideways Raising, Heels and Arms—Raise (One) ; Lower (Two)*

108.—WITH DEEP BREATHING—ARMS SIDEWAYS AND UPWARD RAISING.

(To be done as a continuous movement).

<i>With Deep Breathing, Arms Side- ways and Upward— Raise (One).</i>	}	Raise the arms as in 53, and at the same time breathe in slowly through the nostrils until the chest is fully expanded.
--	---	---

<i>Lower (Two)</i>	{	Breathe out naturally, and at the same time lower the arms sideways and downward.
--------------------	---	---

(a) This exercise may also be combined with *Heels Raising*, the commands being *With Deep Breathing, Arms Sideways and Upward, Heels and Arms—Raise (One) ; Lower (Two)*.

109.—WITH DEEP BREATHING—ARMS CIRCLING.

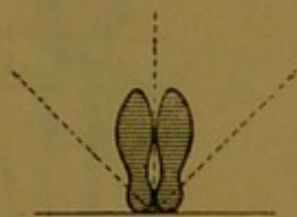
<i>With Deep Breathing, Arms Circling— Raise (One).</i>	}	Raise the arms as in 52, and, at the same time, breathe in slowly through the nostrils until the chest is fully expanded.
---	---	---

Lower (Two). { Breathe out naturally, and at the same
time lower the arms to the sides as in 54.

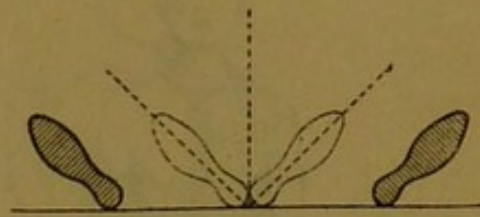
(a) This exercise may also be combined with *Heels Raising*, the commands being *With Deep Breathing, Arms Circling, Heels and Arms—Raise (One); Lower (Two)*.

N.B. Breathing Exercises should always be taken at the end of a physical training lesson, in order to prepare for rest, and also to aid in the elimination of the carbonic acid accumulated by the repeated contractions of the muscles during the lesson. They may also with advantage be taken in the course of physical training lessons or other school work.

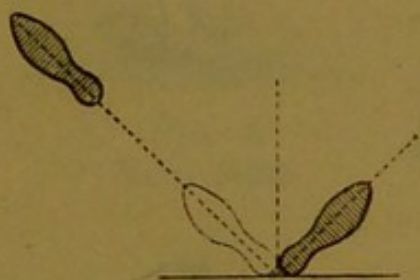
In connection with these exercises the attention of the teacher is specially directed to section 8 of the Introduction.



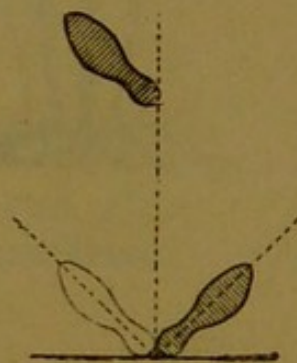
Feet Close.



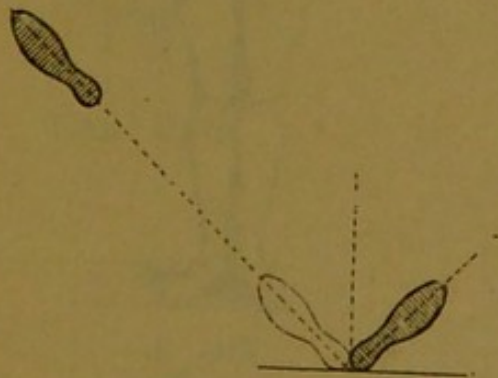
Feet Astride.



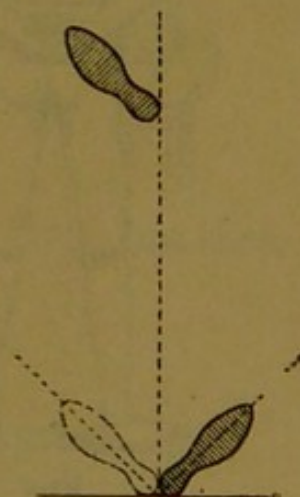
Foot Outward Place.



Foot Forward Place.



Outward Lunge.



Forward Lunge.

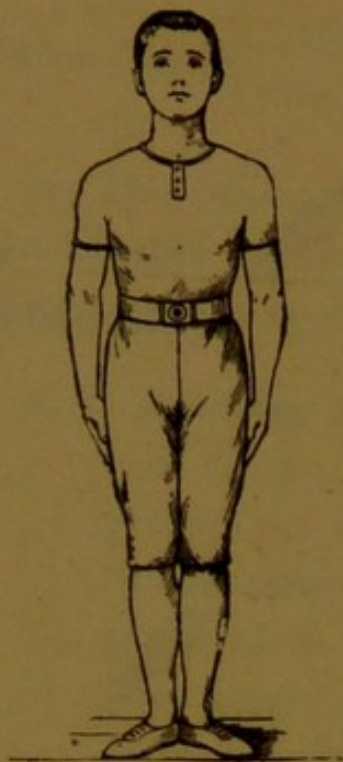


FIG. 1.
Attention.



FIG. 2.
Stand at Ease.



FIG. 3.
Hips Firm.

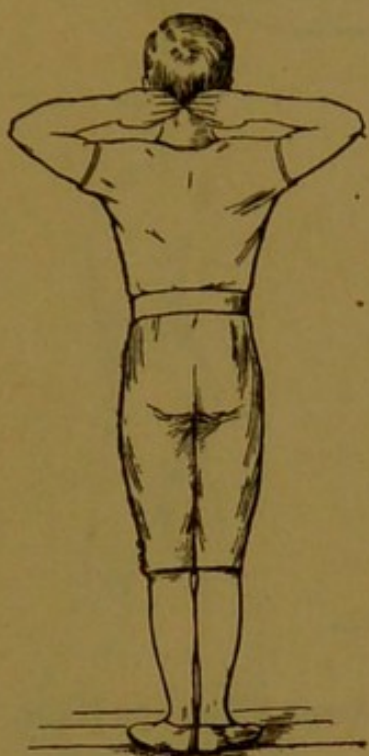


FIG. 4.
Neck Rest.

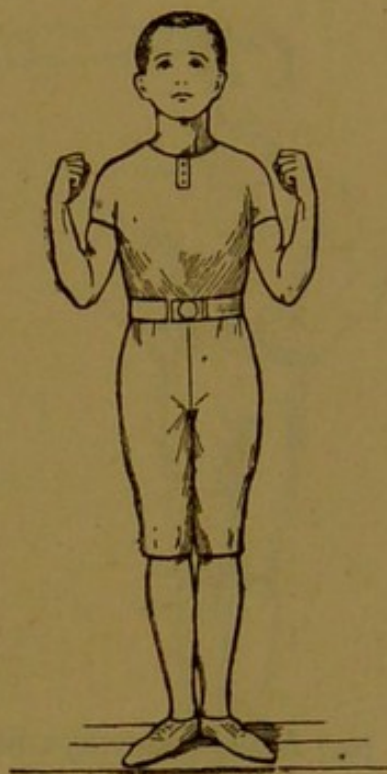
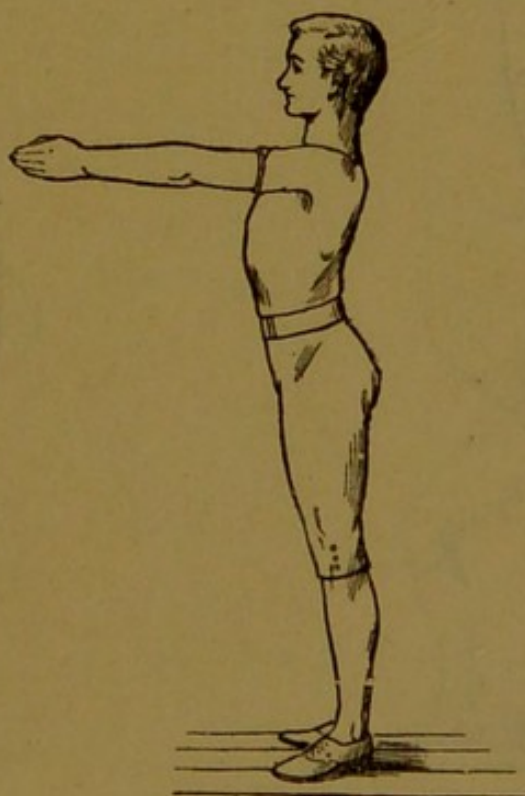


FIG. 5.
Arms Bend.



Hand Open.



Fist Clenched.

FIG. 6.
(a) Arms Forward Stretch
(b) Arms Forward Raise.

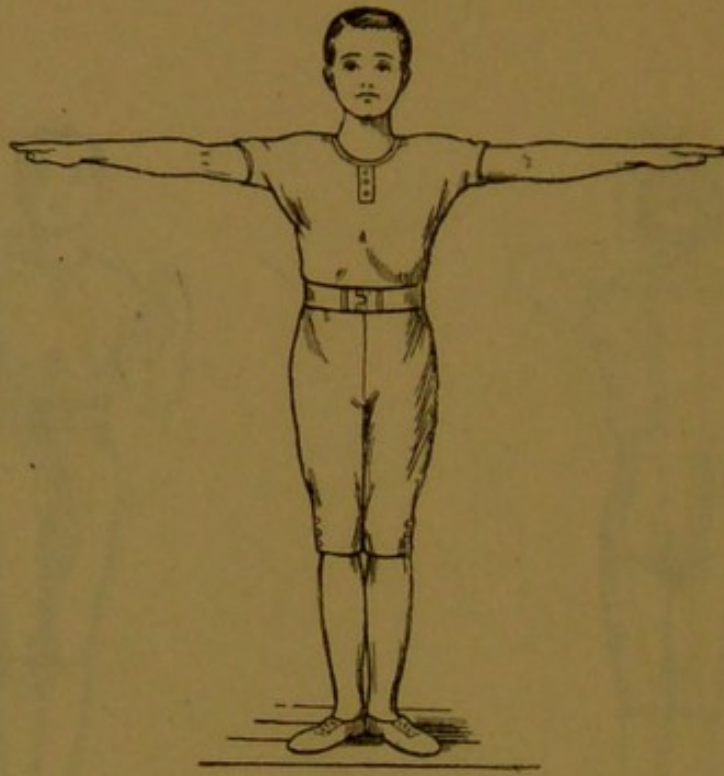


FIG. 7.
 (a.) Arms Sideways Stretch. (b.) Arms Sideways Raise.

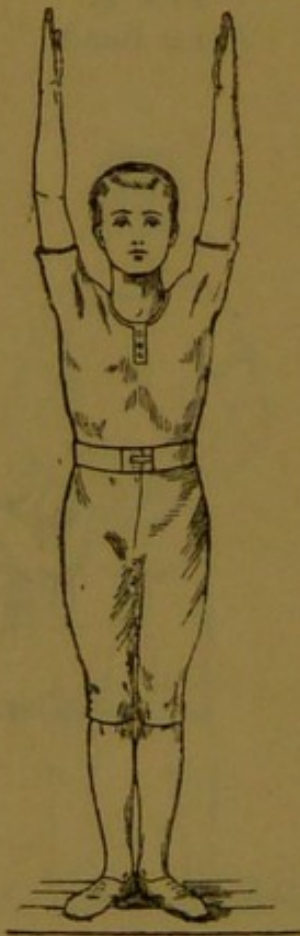


FIG. 8.
 (a.) Arms Upward Stretch.
 (b.) Arms Upward Raise.



FIG 9.
 Arms Alternate Stretch.

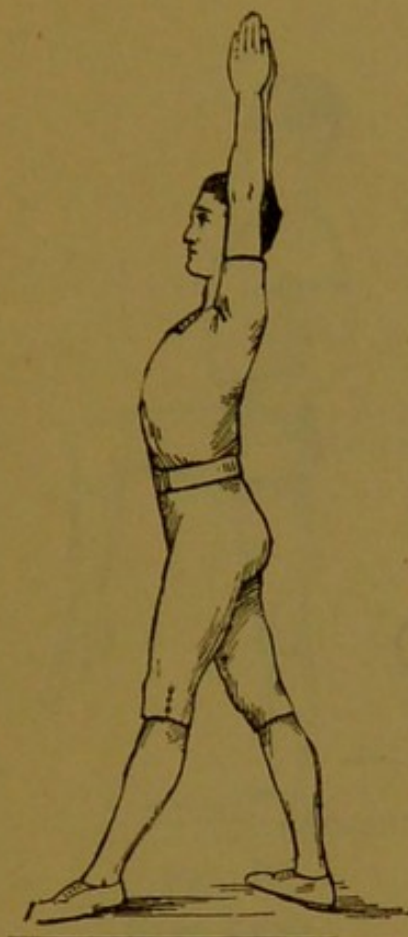


FIG. 10.
Arms Upward Stretch
(Foot Forward).



FIG. 11.
Heels Raise.

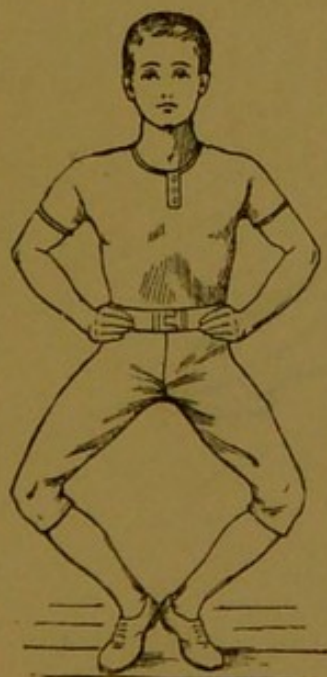


FIG. 12.
Knees Bend.

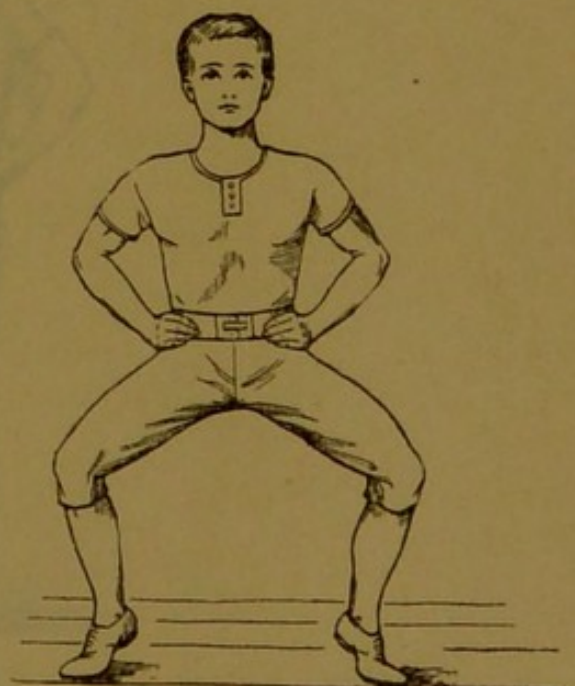


FIG. 13.
Knees Bend (Astride).

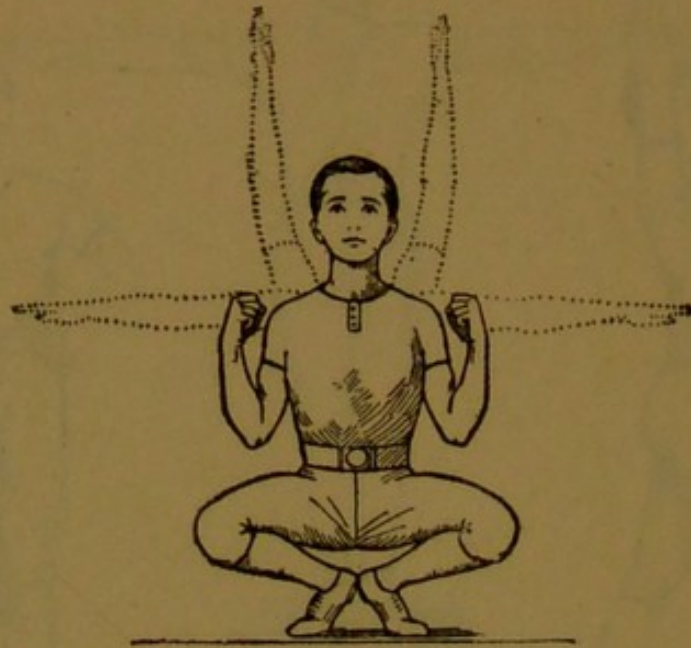


FIG. 14.
Knees Full Bend,
Arms Stretch.

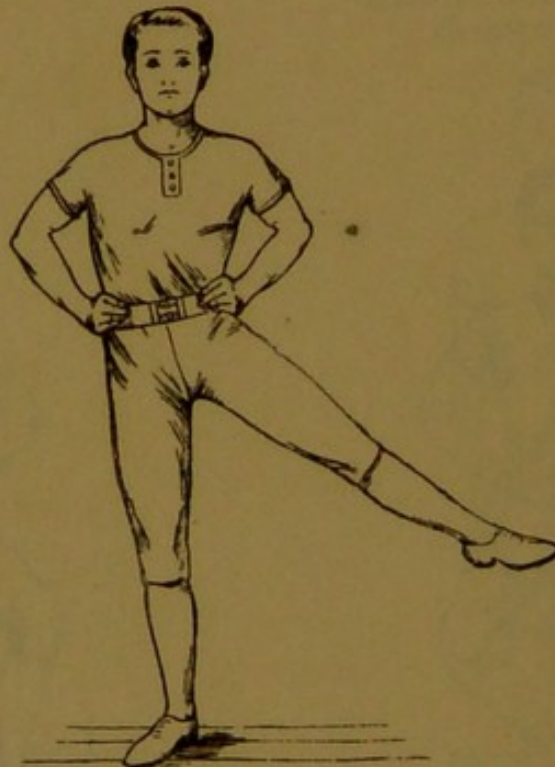


FIG. 15.
Leg Sideways Raise.

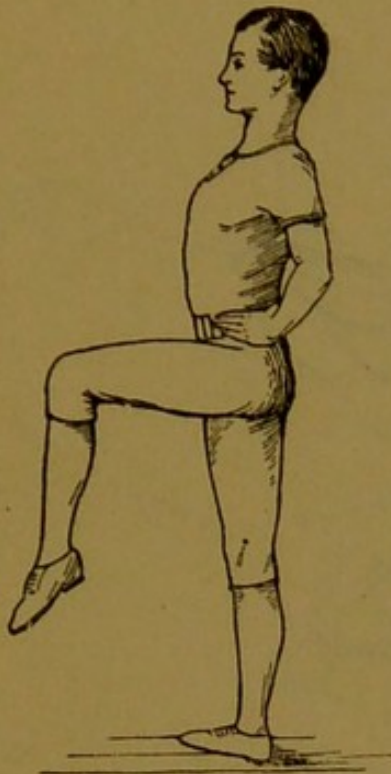


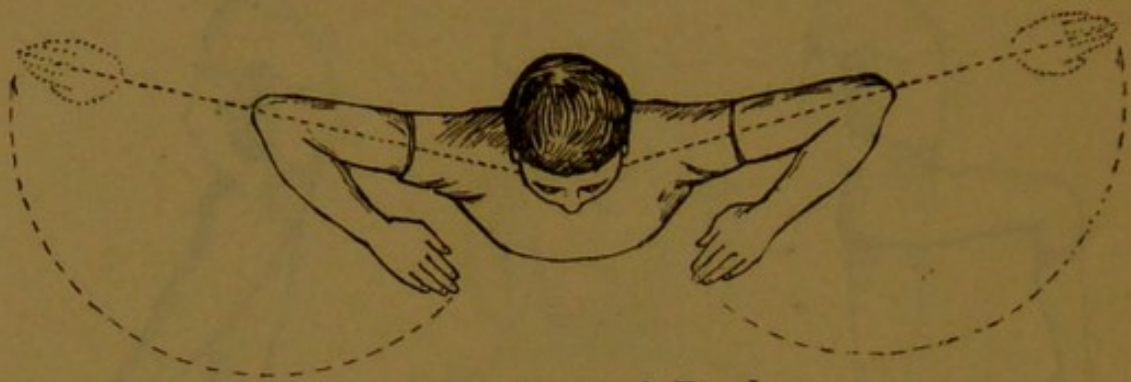
FIG. 16
Knee Raise.



FIG. 17.
Leg Backward Stretch.



FIG. 18.
Leg Forward Stretch.



Arms Forward Bend
(Bird's-eye view).

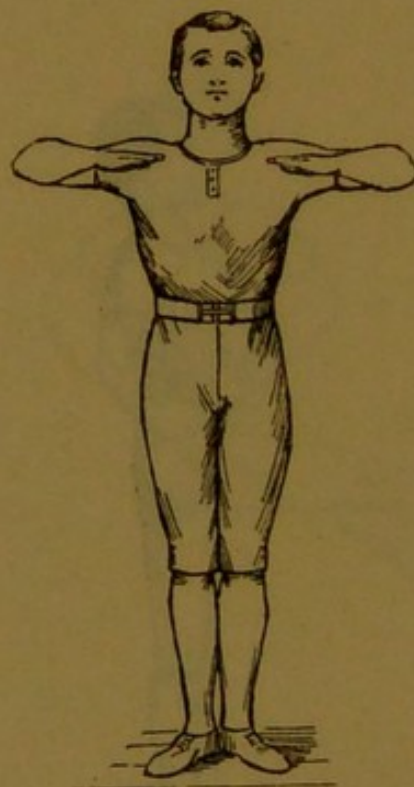


FIG. 19.
Arms Forward Bend.



FIG. 20.
Outward Lunge.

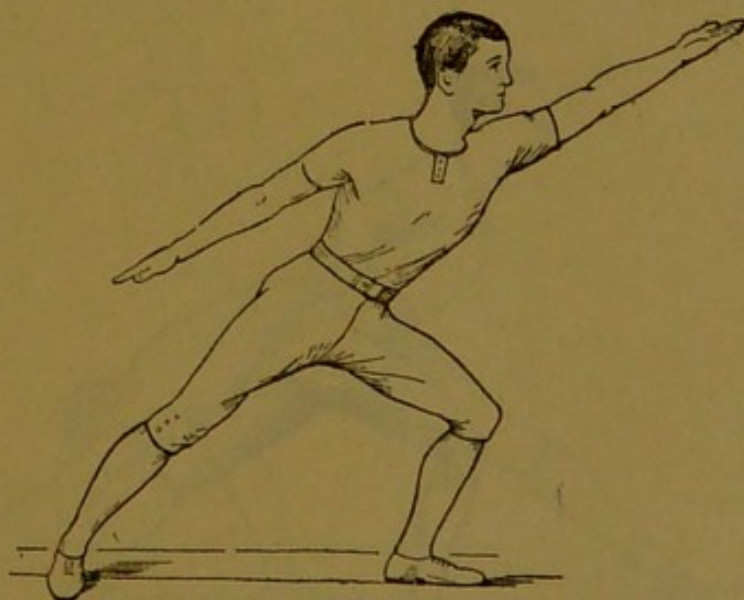


FIG. 21.
Outward Lunge.
Arms Stretch Obliquely.

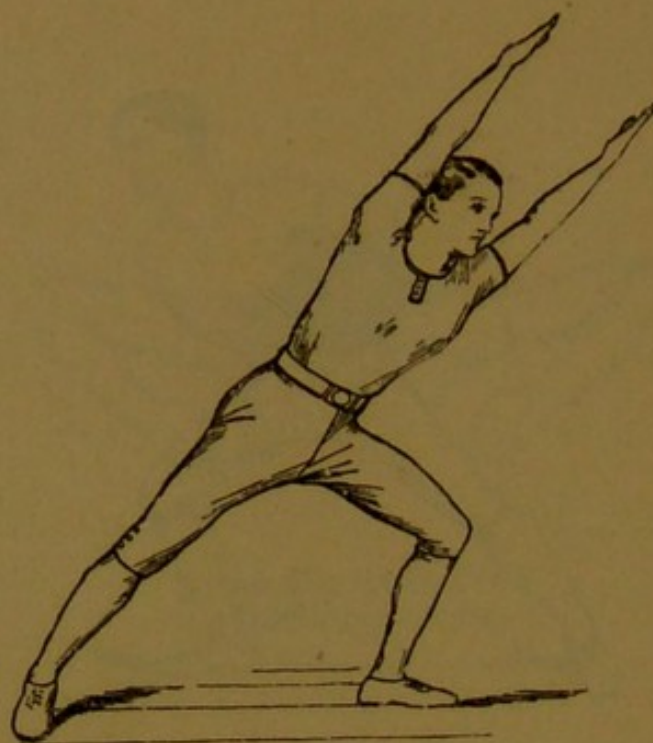


FIG. 22
Outward Lunge.
Arms Upward Stretch.

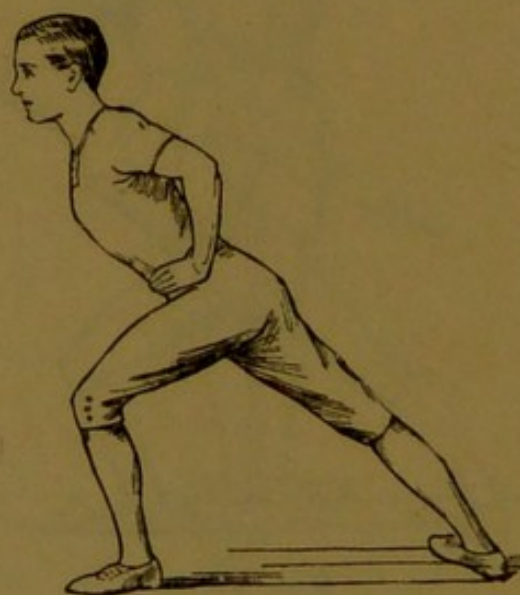


FIG. 23.
Forward Lunge.

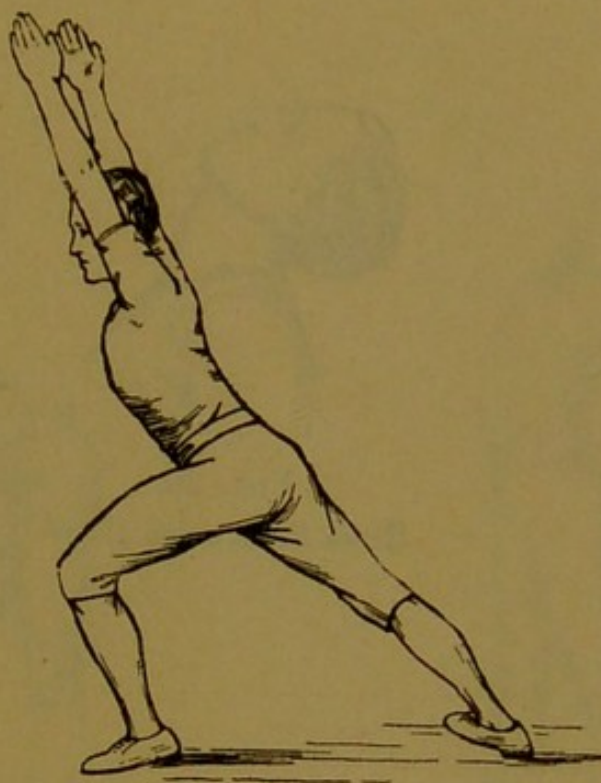


FIG. 24.
Forward Lunge.
Arms Upward Stretch.

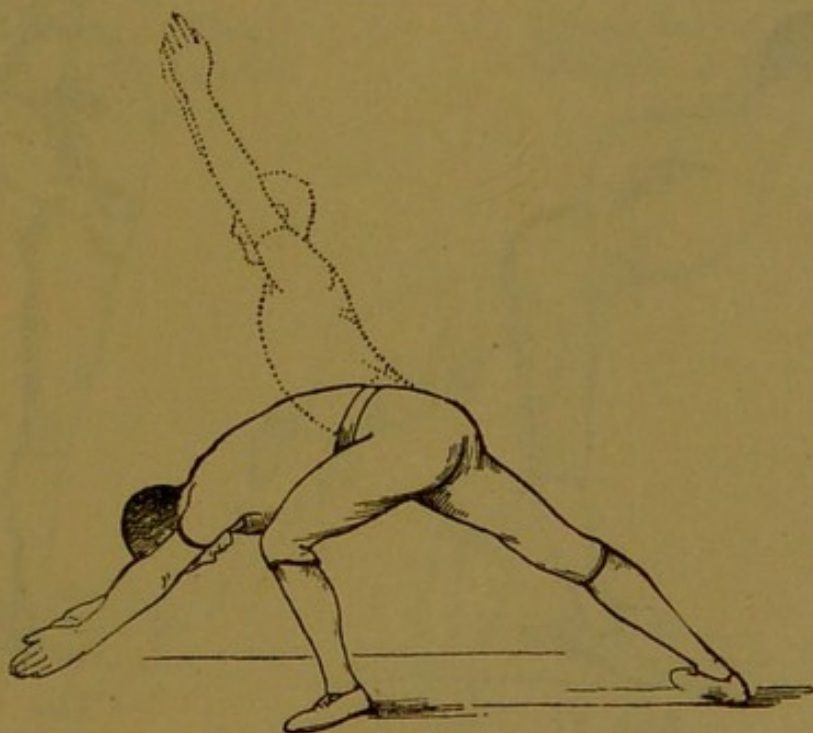


FIG. 25.
Forward Lunge.
Trunk Downward Bend.



FIG. 26.
Head Backward Bend.



FIG 27.
Trunk Forward Bend.



FIG 28.
Trunk Backward Bend.



FIG. 29.
Trunk Forward Bend.
(Astride, Arms Upward
Stretch.)

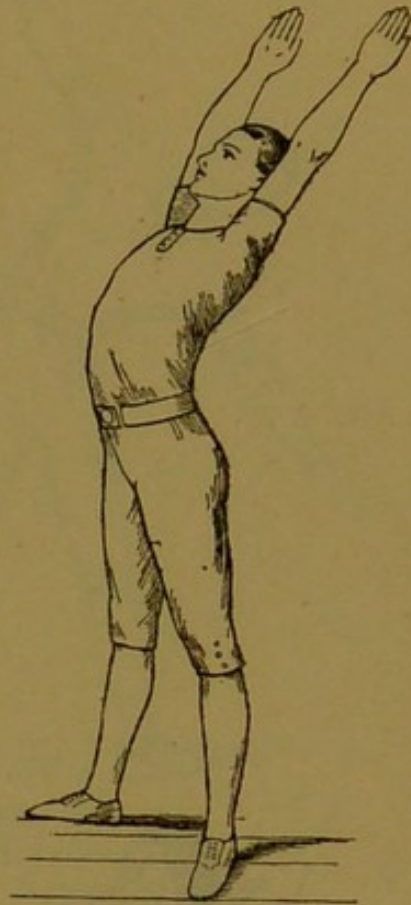


FIG. 30.
Trunk Backward Bend.
(Astride, Arms Upward
Stretch.)



FIG. 31.
Trunk Downward Bend.
(Astride, Arms Upward Stretch.)



FIG. 32.
Head Turn.



FIG. 33.
Trunk Turn.
(Astride, Neck Rest.)



FIG. 34.
Trunk Sideways Bend.
(Astride, Neck Rest.)



FIG. 35.
Trunk Sideways Bend.
(Feet Close, Arms Alternate
Stretch.)

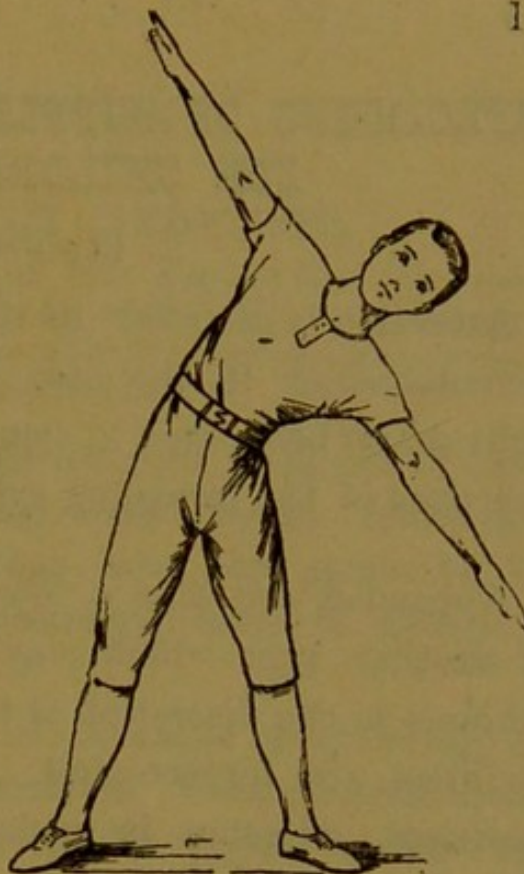


FIG. 36.
Trunk Sideways Bend.
(Astride, Arms Sideways
Stretch.)

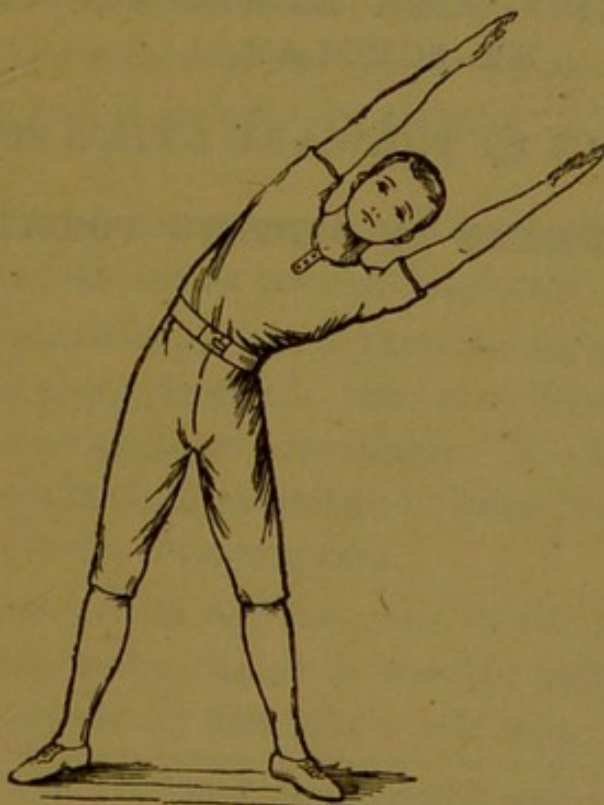


FIG. 37.
Trunk Sideways Bend.
(Astride, Arms Upward Stretch.)

SPECIMENS OF SUPPLEMENTARY EXERCISES FOR CHILDREN OVER 12.

(Voluntary.)

Attention is directed to section 28 of the Introduction, recommending, in the case of older children, the use of light dumb bells, etc., in combination with certain of the exercises of the foregoing syllabus.

Appended are also a few specimens of useful exercises of another type which may be introduced for the older scholars at the discretion of the teacher where the requisite facilities are forthcoming. For the description of these exercises, reference is made to well-known handbooks of Physical Exercise.

**SPAN BENDING WITH HANDS SUPPORTED
AGAINST WALL.**

**SPAN BENDING WITH HANDS SUPPORTED
BY SCHOLAR.**

TRUNK BENDING IN FORWARD LYING POSITION.

TRUNK BENDING IN SITTING POSITION.

APPENDIX.

KEY TABLE OF EXERCISES.

NOTE.—*Before making use of this Key Table† the teacher should be careful to make himself thoroughly acquainted with the objects of physical exercise as explained in the introduction.*

In this table the exercises are arranged in groups (I. to X.) according to the parts of the body they are intended to benefit. No special group has been set apart for Leg Exercises since these must necessarily come in Groups I., II., IV., VIII., and IX.

In each group the exercises are arranged progressively and in each are divided into three sections. Each complete section (Groups I. to X.) provides exercises for all parts of the body.

The first complete section consists of simple exercises and is suitable for children from 7 to 9 years of age. Perfection of position should be the principal aim in this section.

The second complete section cultivates co-ordination of movement and is suitable for children from 9 to 11 years of age.

The third complete section introduces exercises of greater difficulty and is suitable for children of 11 years of age and upwards.

Precision of movement should be cultivated in the second section and as far as possible perfected in the third.

In constructing a table of exercises for any class, the special defects of physique of the class should be borne in mind, and the exercises arranged accordingly. In all doubtful cases there should be a medical examination before the child is required to take part in the class exercises.

Exercises which may be done in the desks are marked by an asterisk, and a dagger is used to indicate those for which the scholars should first take a *half turn*.

† Copies of the folded sheet can be obtained separately, price Twopence.

ORDER OF EXERCISES IN A LESSON.

After the initiatory lessons; which must necessarily be confined to exercises in one or two groups, each lesson should comprise at least one exercise taken from each of the ten groups in order.

For the first lessons the exercises marked A will, of course, be taken, and as the scholars become proficient, exercises marked B, C, &c., should be introduced into the lesson, though the earlier exercises should be practised frequently.

Fresh exercises should be introduced gradually, and it is imperative that no new exercise should be attempted until all the preceding exercises in the same group have been taught and well practised, for upon the practice of movements already familiar the corrective and nutritive value of Physical Exercise mainly depends.

The progress in the groups need not be at the same rate; thus a class might be practising in one lesson (refer to key table)—

	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.
YOUNG CHILDREN	A	A to E, J to L	C	F	D	A, B	D, G	C	A	B
OLDER CHILDREN	B	A, B, L, M, O to R	F	Q	K	E	H, J	H	B	C

The change from one section to the next should be made gradually, changing in one group at a time.

The command *Stand at—Ease* should be given with young children at the end of every exercise, and with older children at the end of the exercises practised in each group.

The scholars should be taught to breathe freely during the performance of the exercises.



FIRST SECTION.		SECOND SECTION.		THIRD SECTION.		I PLAY, RUNNING OR MARCHING		II PRELIMINARY POSITIONS AND MOVE- MENTS		III ARM FLEXIONS AND EXTENSIONS		IV BALANCE EXERCISES		V SHOULDER EXERCISES AND LUNGES		VI TRUNK FORWARD AND BACKWARD BENDING.		VII TRUNK TURNING AND SIDWAYS BENDING.		VIII MARCHING.		IX JUMPING.		X BREATHING EXERCISES			
A	Play or Running about the children should, for a minute or two, be allowed to move about as they please.	A	Marching with Heels Raised (94)	A	Marching with Knees Raised (95)	A	Play or Running about the children should, for a minute or two, be allowed to move about as they please.	A	Attention (96)	A	Arms Forward Stretching (96)	A	Heels Raising (96)	A	Arms Forward Raising (96)	A	Head Backward Bending (96)	A	Head Turning (96)	A	Making Time From the Heels (96)	A	Preparation for Jumping (96)	A	Breathing Exercises without Arms Movement		
B		B		B		B		B	Soundings of Arms (96)	B	Arms Forward Stretching (96)	B	Heels Raising (96)	B	Arms Forward Raising (96)	B	Head Backward Bending (96)	B	Head Turning (96)	B	Turning while Making Time (96)	B	Quick March (96)	B	Swapping Breathing without Arms Movement		
C		C		C		C		C	High Arms (96)	C	Arms Forward Stretching (96)	C	Heels Raising (96)	C	Arms Forward Raising (96)	C	Head Backward Bending (96)	C	Head Turning (96)	C	Making Time From the Heels (96)	C	Quick March (96)	C	Swapping Breathing without Arms Movement		
D		D		D		D		D	High Arms (96)	D	Arms Forward Stretching (96)	D	Heels Raising (96)	D	Arms Forward Raising (96)	D	Head Backward Bending (96)	D	Head Turning (96)	D	Making Time From the Heels (96)	D	Quick March (96)	D	Swapping Breathing without Arms Movement		
E		E		E		E		E	High Arms (96)	E	Arms Forward Stretching (96)	E	Heels Raising (96)	E	Arms Forward Raising (96)	E	Head Backward Bending (96)	E	Head Turning (96)	E	Making Time From the Heels (96)	E	Quick March (96)	E	Swapping Breathing without Arms Movement		
F		F		F		F		F	High Arms (96)	F	Arms Forward Stretching (96)	F	Heels Raising (96)	F	Arms Forward Raising (96)	F	Head Backward Bending (96)	F	Head Turning (96)	F	Making Time From the Heels (96)	F	Quick March (96)	F	Swapping Breathing without Arms Movement		
G		G		G		G		G	High Arms (96)	G	Arms Forward Stretching (96)	G	Heels Raising (96)	G	Arms Forward Raising (96)	G	Head Backward Bending (96)	G	Head Turning (96)	G	Making Time From the Heels (96)	G	Quick March (96)	G	Swapping Breathing without Arms Movement		
H		H		H		H		H	High Arms (96)	H	Arms Forward Stretching (96)	H	Heels Raising (96)	H	Arms Forward Raising (96)	H	Head Backward Bending (96)	H	Head Turning (96)	H	Making Time From the Heels (96)	H	Quick March (96)	H	Swapping Breathing without Arms Movement		
I		I		I		I		I	High Arms (96)	I	Arms Forward Stretching (96)	I	Heels Raising (96)	I	Arms Forward Raising (96)	I	Head Backward Bending (96)	I	Head Turning (96)	I	Making Time From the Heels (96)	I	Quick March (96)	I	Swapping Breathing without Arms Movement		
J		J		J		J		J	High Arms (96)	J	Arms Forward Stretching (96)	J	Heels Raising (96)	J	Arms Forward Raising (96)	J	Head Backward Bending (96)	J	Head Turning (96)	J	Making Time From the Heels (96)	J	Quick March (96)	J	Swapping Breathing without Arms Movement		
K		K		K		K		K	High Arms (96)	K	Arms Forward Stretching (96)	K	Heels Raising (96)	K	Arms Forward Raising (96)	K	Head Backward Bending (96)	K	Head Turning (96)	K	Making Time From the Heels (96)	K	Quick March (96)	K	Swapping Breathing without Arms Movement		
L		L		L		L		L	High Arms (96)	L	Arms Forward Stretching (96)	L	Heels Raising (96)	L	Arms Forward Raising (96)	L	Head Backward Bending (96)	L	Head Turning (96)	L	Making Time From the Heels (96)	L	Quick March (96)	L	Swapping Breathing without Arms Movement		
M		M		M		M		M	High Arms (96)	M	Arms Forward Stretching (96)	M	Heels Raising (96)	M	Arms Forward Raising (96)	M	Head Backward Bending (96)	M	Head Turning (96)	M	Making Time From the Heels (96)	M	Quick March (96)	M	Swapping Breathing without Arms Movement		
N		N		N		N		N	High Arms (96)	N	Arms Forward Stretching (96)	N	Heels Raising (96)	N	Arms Forward Raising (96)	N	Head Backward Bending (96)	N	Head Turning (96)	N	Making Time From the Heels (96)	N	Quick March (96)	N	Swapping Breathing without Arms Movement		
O		O		O		O		O	High Arms (96)	O	Arms Forward Stretching (96)	O	Heels Raising (96)	O	Arms Forward Raising (96)	O	Head Backward Bending (96)	O	Head Turning (96)	O	Making Time From the Heels (96)	O	Quick March (96)	O	Swapping Breathing without Arms Movement		
P		P		P		P		P	High Arms (96)	P	Arms Forward Stretching (96)	P	Heels Raising (96)	P	Arms Forward Raising (96)	P	Head Backward Bending (96)	P	Head Turning (96)	P	Making Time From the Heels (96)	P	Quick March (96)	P	Swapping Breathing without Arms Movement		
Q		Q		Q		Q		Q	High Arms (96)	Q	Arms Forward Stretching (96)	Q	Heels Raising (96)	Q	Arms Forward Raising (96)	Q	Head Backward Bending (96)	Q	Head Turning (96)	Q	Making Time From the Heels (96)	Q	Quick March (96)	Q	Swapping Breathing without Arms Movement		
R		R		R		R		R	High Arms (96)	R	Arms Forward Stretching (96)	R	Heels Raising (96)	R	Arms Forward Raising (96)	R	Head Backward Bending (96)	R	Head Turning (96)	R	Making Time From the Heels (96)	R	Quick March (96)	R	Swapping Breathing without Arms Movement		
S		S		S		S		S	High Arms (96)	S	Arms Forward Stretching (96)	S	Heels Raising (96)	S	Arms Forward Raising (96)	S	Head Backward Bending (96)	S	Head Turning (96)	S	Making Time From the Heels (96)	S	Quick March (96)	S	Swapping Breathing without Arms Movement		
T		T		T		T		T	High Arms (96)	T	Arms Forward Stretching (96)	T	Heels Raising (96)	T	Arms Forward Raising (96)	T	Head Backward Bending (96)	T	Head Turning (96)	T	Making Time From the Heels (96)	T	Quick March (96)	T	Swapping Breathing without Arms Movement		
U		U		U		U		U	High Arms (96)	U	Arms Forward Stretching (96)	U	Heels Raising (96)	U	Arms Forward Raising (96)	U	Head Backward Bending (96)	U	Head Turning (96)	U	Making Time From the Heels (96)	U	Quick March (96)	U	Swapping Breathing without Arms Movement		
V		V		V		V		V	High Arms (96)	V	Arms Forward Stretching (96)	V	Heels Raising (96)	V	Arms Forward Raising (96)	V	Head Backward Bending (96)	V	Head Turning (96)	V	Making Time From the Heels (96)	V	Quick March (96)	V	Swapping Breathing without Arms Movement		
W		W		W		W		W	High Arms (96)	W	Arms Forward Stretching (96)	W	Heels Raising (96)	W	Arms Forward Raising (96)	W	Head Backward Bending (96)	W	Head Turning (96)	W	Making Time From the Heels (96)	W	Quick March (96)	W	Swapping Breathing without Arms Movement		
X		X		X		X		X	High Arms (96)	X	Arms Forward Stretching (96)	X	Heels Raising (96)	X	Arms Forward Raising (96)	X	Head Backward Bending (96)	X	Head Turning (96)	X	Making Time From the Heels (96)	X	Quick March (96)	X	Swapping Breathing without Arms Movement		
Y		Y		Y		Y		Y	High Arms (96)	Y	Arms Forward Stretching (96)	Y	Heels Raising (96)	Y	Arms Forward Raising (96)	Y	Head Backward Bending (96)	Y	Head Turning (96)	Y	Making Time From the Heels (96)	Y	Quick March (96)	Y	Swapping Breathing without Arms Movement		
Z		Z		Z		Z		Z	High Arms (96)	Z	Arms Forward Stretching (96)	Z	Heels Raising (96)	Z	Arms Forward Raising (96)	Z	Head Backward Bending (96)	Z	Head Turning (96)	Z	Making Time From the Heels (96)	Z	Quick March (96)	Z	Swapping Breathing without Arms Movement		
Notes.—Several of the above exercises should be practiced in every lesson, and such positions are of particular importance.		Practice the above and introduce : Stepping Forward (97) Stepping Backward (97) Foot Forward, High Arms (97) Foot Forward, Arms Upward (97) Foot Forward, High Arms (97) Foot Forward, High Arms (97)		Practice the above and introduce : Stepping Forward (97) Stepping Backward (97) Foot Forward, High Arms (97) Foot Forward, Arms Upward (97) Foot Forward, High Arms (97) Foot Forward, High Arms (97)		Practice the above and introduce : Stepping Forward (97) Stepping Backward (97) Foot Forward, High Arms (97) Foot Forward, Arms Upward (97) Foot Forward, High Arms (97) Foot Forward, High Arms (97)		Practice the above and introduce : Stepping Forward (97) Stepping Backward (97) Foot Forward, High Arms (97) Foot Forward, Arms Upward (97) Foot Forward, High Arms (97) Foot Forward, High Arms (97)		Practice the above and introduce : Stepping Forward (97) Stepping Backward (97) Foot Forward, High Arms (97) Foot Forward, Arms Upward (97) Foot Forward, High Arms (97) Foot Forward, High Arms (97)		Practice the above and introduce : Stepping Forward (97) Stepping Backward (97) Foot Forward, High Arms (97) Foot Forward, Arms Upward (97) Foot Forward, High Arms (97) Foot Forward, High Arms (97)		Practice the above and introduce : Stepping Forward (97) Stepping Backward (97) Foot Forward, High Arms (97) Foot Forward, Arms Upward (97) Foot Forward, High Arms (97) Foot Forward, High Arms (97)		Practice the above and introduce : Stepping Forward (97) Stepping Backward (97) Foot Forward, High Arms (97) Foot Forward, Arms Upward (97) Foot Forward, High Arms (97) Foot Forward, High Arms (97)		Practice the above and introduce : Stepping Forward (97) Stepping Backward (97) Foot Forward, High Arms (97) Foot Forward, Arms Upward (97) Foot Forward, High Arms (97) Foot Forward, High Arms (97)		Practice the above and introduce : Stepping Forward (97) Stepping Backward (97) Foot Forward, High Arms (97) Foot Forward, Arms Upward (97) Foot Forward, High Arms (97) Foot Forward, High Arms (97)		Practice the above and introduce : Stepping Forward (97) Stepping Backward (97) Foot Forward, High Arms (97) Foot Forward, Arms Upward (97) Foot Forward, High Arms (97) Foot Forward, High Arms (97)		Practice the above and introduce : Stepping Forward (97) Stepping Backward (97) Foot Forward, High Arms (97) Foot Forward, Arms Upward (97) Foot Forward, High Arms (97) Foot Forward, High Arms (97)		Practice the above and introduce : Stepping Forward (97) Stepping Backward (97) Foot Forward, High Arms (97) Foot Forward, Arms Upward (97) Foot Forward, High Arms (97) Foot Forward, High Arms (97)	

