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PHYSICAL  
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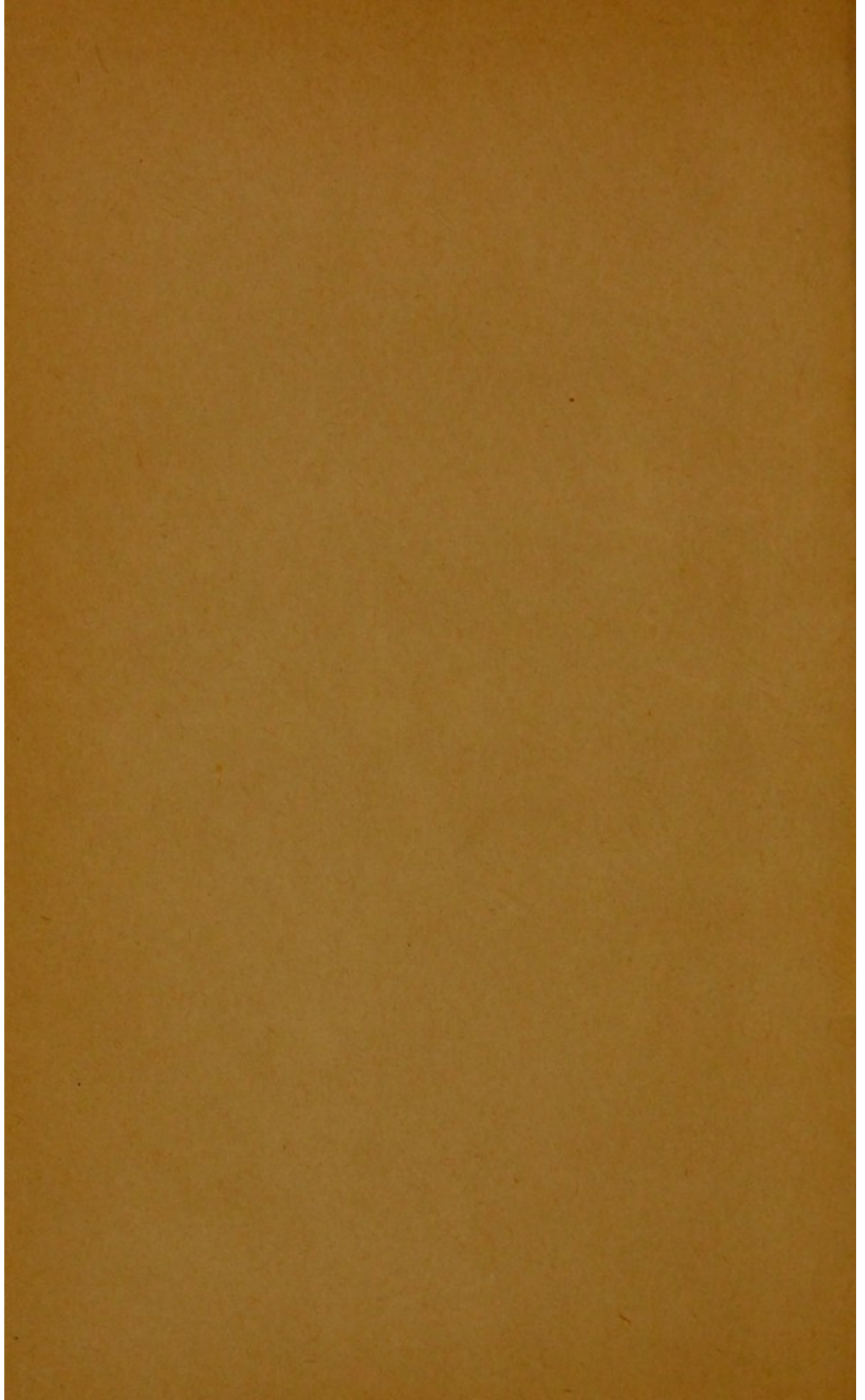


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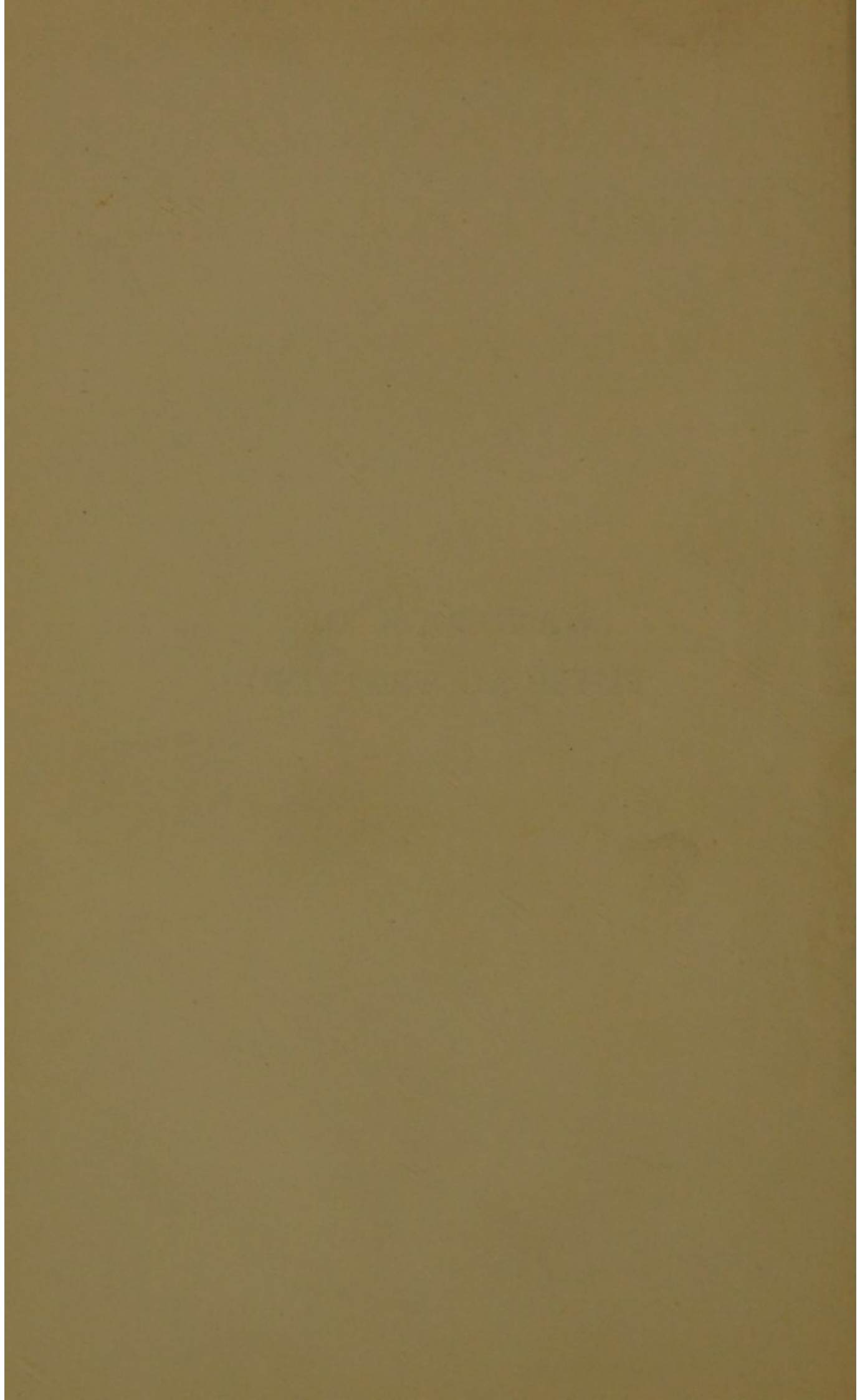
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HANDBOOK OF  
PHYSICAL TRAINING



# HANDBOOK OF PHYSICAL TRAINING

FOR PUBLIC ELEMENTARY SCHOOLS

BY

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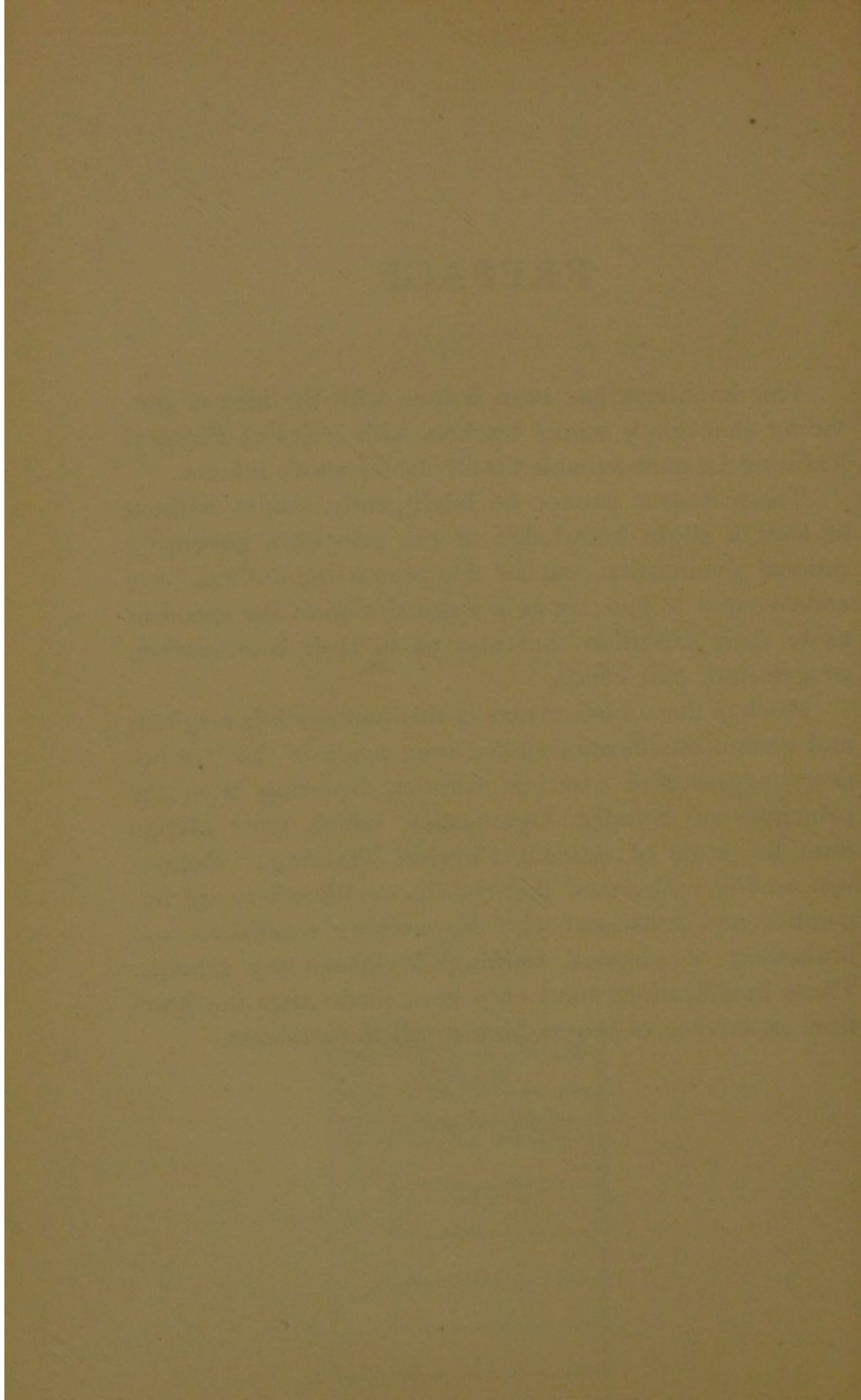
## PREFACE

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This handbook has been written with the idea of providing elementary school teachers with series of Physical Training Lessons suitable for all classes above infants.

These lessons cannot be intelligently taught without at least a slight knowledge of the principles governing rational gymnastics, and for this reason the authors have endeavoured to give not only a description of the exercises as to their execution, but also as to their combination, progression, and effects.

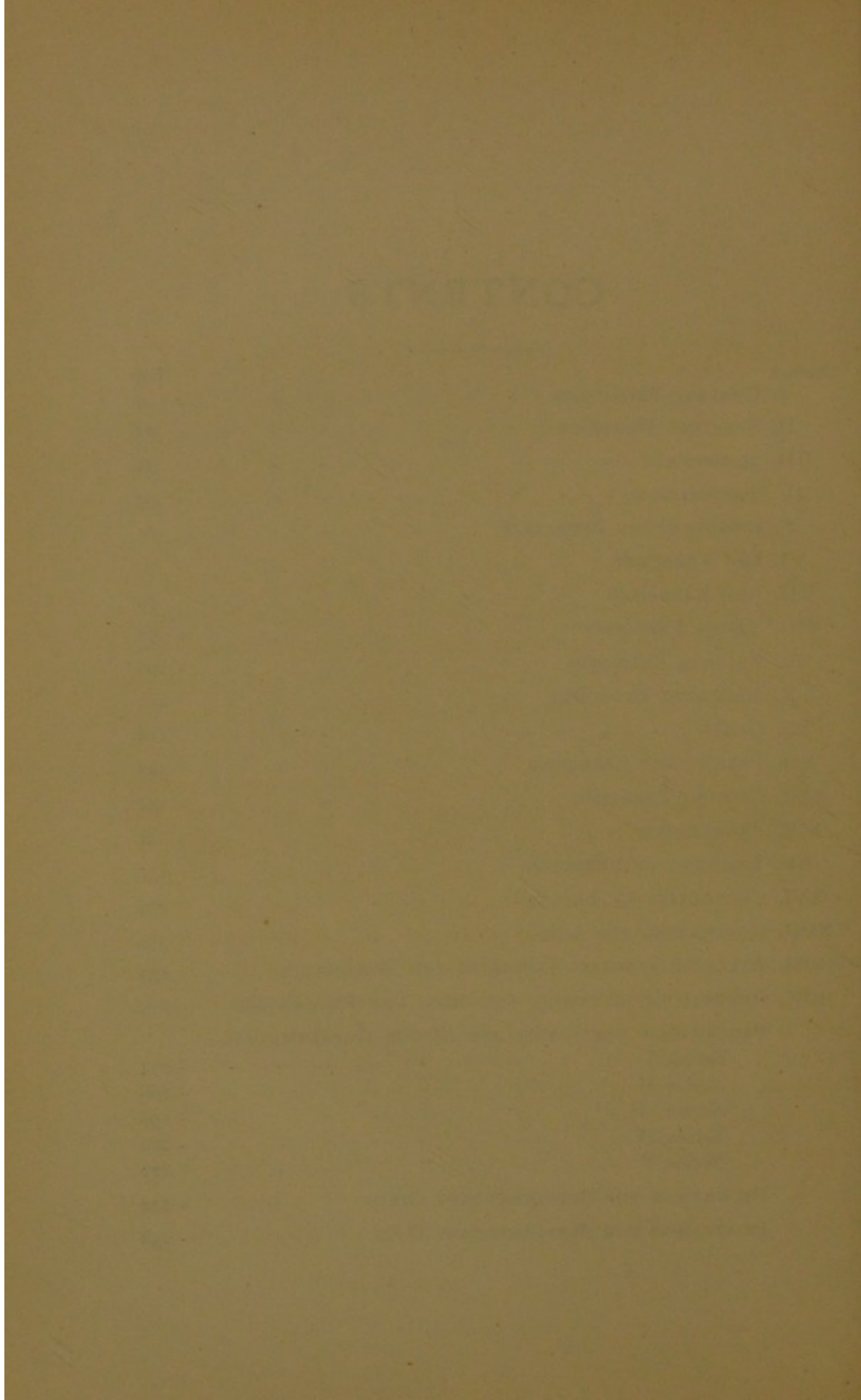
Much of the subject matter of this handbook is original; and certain modifications have been made in the "orthodox" sequence of exercises without departing from the principles of Swedish Gymnastics, which must always form the basis of rational Physical Training. Experts will readily understand that certain modifications are imperative and consistent with the working conditions and limitations of physical training in elementary schools. These modifications have only been made after the practical experience of the authors in all departments.



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# PHYSICAL TRAINING

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## SECTION I.—GENERAL PRINCIPLES

1. The present mode of life in our large towns determines to a great extent the education given to the children of our elementary schools. It is essentially a training of mental faculties considered desirable and necessary to fit this class of child for the battle of life, but the conditions under which such mental training is applied are not always conducive to its aim.

2. Every observer of children has without doubt noticed their remarkable desire for movement. Given perfect freedom, they are during their waking hours scarcely ever still. Movement is natural to them, and is a natural necessity closely associated with their physical and mental growth. Hence it is necessary that the school curriculum provide for physical as well as mental training. It may not be out of place to note that "Physical Training" is far from being merely physical, even in its intention. The mental, moral, and physical sides of our nature are so closely related and bound together that improvement on the physical side must help towards greater mental efficiency, and to a higher and keener moral sight.

3. Life at school being largely desk life, and demanding long periods of enforced muscular inactivity, tends to

produce permanent bad positions and deformities. No ingenuity of desk construction can sufficiently counteract these tendencies, which if persisted in become actualities. The remedy lies in muscular activity in the form of physical exercises, which must be carefully estimated and determined beforehand as to their bodily effect. It is in great measure the possibility of correctly localizing and gauging the effects of muscular movements which has given to physical training the importance it has gained in these later years.

4. It has been said that the natural play of children after school hours will have the necessary corrective influence; but it must be remembered that the weaklings, who are most in need of corrective muscular exercises, are also by reason of their lack of natural energy the ones most indisposed and disinclined to play. Moreover, in the general play of children, the forms of muscular activity are not definite enough to produce corrective effects. The games are often played with the bad positions retained, and are in no way corrective of these, although their value in other directions is very great.

5. The value of physical exercise lies in its virtue of developing a keen sense of posture, which is so valuable in growing individuals, and in stimulating and equalizing the distribution of muscular and nerve force, promoting a healthy condition of all the functions of the body. Under ordinary circumstances it should be directed to the equal development of all parts of the body, and should be kept well within the capabilities of the class. Exercise in excess causes an undue strain upon the heart and lungs. Attempts to form "muscle" at an early age are inimical to normal stature. The skeleton, being robbed of its proportionate amount of nourishment in order to supply premature muscular development, does not attain its full height, and is often distorted out of relative proportion.

6. Good *health*, which is the primary aim of physical training, is dependent upon the harmonious and efficient working of the respiratory, circulatory, and digestive organs, and it is these organs which must be particularly considered when preparing a scheme of muscular exercises.

There are three groups of muscles the healthy tone of which is of great importance to the active processes of life and growth. These are: (1) The muscles of the shoulders and thorax, (2) the muscles of the spine, (3) the muscles of the abdomen.

The muscles placed about the shoulders and thorax serve to produce not only movements of the arms, but also those movements of the ribs which are essential to efficient respiration. Through want of tone in these muscles the thorax does not attain its full development; the respiratory act becomes shallow, and the chest gradually sinks. This results in poor oxygenation of the blood, loss of lung and heart power, and a consequent lowering of vitality.

With regard to the muscles of the spine, they are used in holding oneself erect, and also co-operate with those of the thorax in the development of the breathing powers. Loss of tone in the spinal muscles caused by their enforced inactivity constitutes an important factor in many deformities of the spine occurring during school life, but by their proper and judicious exercise there is established that upright carriage of the trunk which is so needful to the free and efficient functioning of the chest and abdominal organs.

With regard to the muscles of the abdomen, their contractive powers serve to promote and strengthen the functions of the abdominal organs, and also to prevent excessive forward curvature of the spine at the loins. This last is a condition inimical to the healthy functioning of the abdominal organs, and is often productive of internal displacements.

Digestion, respiration, and circulation are the most

important processes of life. The first manufactures blood out of the food, the second invigorates it, and the third circulates it to each and every part of the organism, so that it can maintain that tissue renovation and exchange of material which are the primary conditions of healthy life and growth.

7. From the foregoing it will be seen that a scheme of physical training at schools should provide for the stimulation of the physiologic functions of the body, which are apt to weaken owing to the enforced inactivity of school life. It should make provision for counteracting the tendencies toward bad posture and deformities arising out of daily desk life. It should be made attractive by the introduction of games, and should be taught as an educational subject.

8. The training should commence with simple yet comprehensive exercises which are capable of gradual development into more complex ones. The exercises should necessitate mental effort, and for this purpose should be capable of such variation as to avoid monotony and unconscious acts. To execute a movement in a loose, aimless manner has little physical effect, and certainly no mental one, but to execute a movement in a manner all previously determined as to effort, rhythm, and direction at a given command, calls for the attention and volition of each member of the class, resulting in general alertness and promptitude, and developing that finer connection between mind and muscle as to be truly educational.

9. During the lesson the teacher will find opportune occasions for directly influencing the character of the scholars. Cheerful obedience to orders, sense of duty, desire to do well, are among the many qualities which may be well directed in executing movements to a given

command, while self-reliance and confidence will be the outcome of improved activity.

**10.** To be of real value, and to make for greater physical efficiency, the physical-training lesson should be given daily, and in order to gain the necessary effects to counteract the conditions of school life it is evident that the training must be systematic, and regarded as the embodiment and application of certain broad principles. Exercises should not be given haphazard and at random. In the making of the daily programme of exercises four fundamental principles stand out prominent: the principles of Selection, Totality, Combination, and Progression.

**11. Selection.** Exercises should be chosen for their simplicity of performance. It is not necessary to teach intricate and clever exercises in order to obtain beneficial results. Time at disposal, space, the handling of large classes, do not, as a rule, lend themselves to anything but simple movements; moreover, experience teaches that the simple exercises are usually the most effective, certainly their effects can be estimated with far greater certainty and accuracy. Only such movements should be selected as completely accord with structure and function of the body; this means that each part of the body should be exercised only according to its natural function. To keep each mechanism in order we need but give it the kind of exercise for which it is naturally adapted.

Exercises which cramp the chest, or which produce pressure upon large blood-vessels and nerves, should be discarded as being physiologically incorrect. Nothing should be permitted to interfere with free respiration. Briefly, the exercises should be simple, and as native to the organism as possible.

**12. Totality.** Certain exercises, by reason of employing large groups of muscles, greatly accelerate the circulation

and respiration, contributing largely to the general nutrition of the whole body. Such movements are called "nutritive" exercises. Others, again, affect the structure and physiologic condition of certain local parts, strengthening certain muscles, the tone of which conduce to better posture. Such exercises are called "corrective" exercises. In order to provide for the needs of the growing school child and to counteract the evil effects of desk life, the gymnastic lesson must consist both of exercises having "nutritive" and "corrective" effects.

All bodily exercises may be classified into groups, or natural families, into each of which are brought together those movements resembling each other in effect and aim, although they may somewhat vary in appearance and minor details. Thus, there are Order movements, Head, Leg, Arm, Trunk, and Balance movements; Marchings, Games, and Breathing exercises. This classification includes exercise for all parts of the body, and is a convenient arrangement for physical training in elementary schools. Selections should be made from each of these groups, which should be represented in the lesson, in order to train the organism as a whole. This is the principle of "Totality".

**13. Combination.** Closely connected with the principle of Totality is that of "Combination", which means that the movements used to form a lesson must be considered not only with regard to themselves, but also with regard to all the other movements employed. They should be combined in such a manner that the effect of one does not nullify or unduly multiply that of any other. Moreover, the lesson should commence with easy and light exercises, leading to stronger ones, which should be followed by gentle and quiet movements. There should be a gradual rise and fall in the strength of the exercises constituting the lesson; by so doing the heart and lungs

are gradually led up to, and away from, their severest efforts, and the muscles are not suddenly called upon for their most intense work.

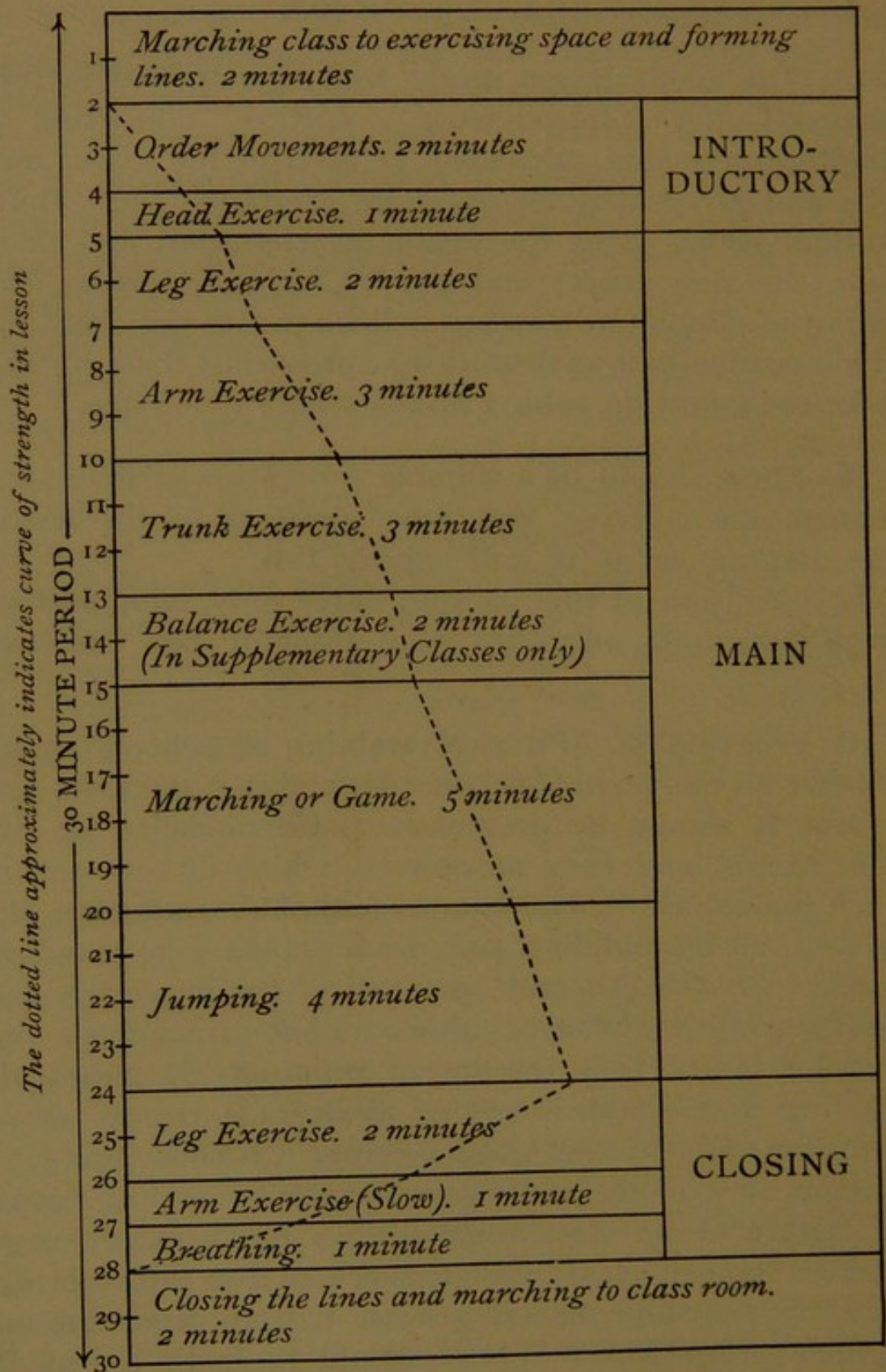
14. The whole lesson might well be regarded in three portions: the "Introductory" portion, consisting of simple movements calculated to prepare the class, mentally and physically, for muscular exercises; the "Main" portion, which gives the lesson its character, and determines its sum effect; and the "Closing" portion, consisting of simple movements well known to the class, and which gradually tone them down, preparing them for rest, or for the following subject on the school time table.

15. There should be a suitable proportion of time spent between the "Main" and other portions of the lesson. The diagram on p. 16 will express this.

This division of time is suggestive only, modifications being sometimes necessary when teaching new exercises, &c.

16. **Progression.** Physical training at schools should embrace all the years of school life, and it is therefore very evident it should be progressive. Commencing at first with simple and easy movements which do not require much mental effort, the exercises should gradually, step by step, as the children pass from standard to standard, increase in strength and complexity, keeping pace with natural growth and capabilities. This principle of progression is the very essence of training. It means the fostering and establishment of ability for correct movement, the foundation of good posture. In considering the changes an exercise undergoes in order to be progressive, the nature of its effect must always be in mind. Age, practice, size of class, the presence of two sexes in one class, physical and mental growth, will all determine and regulate progression. Yet it should be made as rapidly

Divisions of Time in a Thirty-minute Lesson



as is consistent with the ability of the class, bearing in mind that exercises should not be changed for more progressive ones merely for the sake of variety.

17. In the modern public elementary school the lack of exercising space is a serious consideration, as is also the size of the classes, and the time available for each lesson. Consequently, the exercises must be such as require a minimum of floor space for their execution, and which admit of simultaneous performance by the whole of the class dressed in their usual school clothing. Some systematic arrangement of exercises is necessary.

18. The programmes at the end of this book have been compiled by the authors after personal practical experience in the Public Elementary Schools of Glasgow, the exercises being arranged in the following manner:—

1. Order movements.
2. Head            ,,
3. Leg             ,,
4. Arm            ,,
5. Trunk          ,,
6. Balance       ,,       (Supplementary classes only.)
7. Walking and running or games.
8. Jumping movements.
9. Leg             ,,
10. Arm           ,,
11. Breathing    ,,

19. The various exercises arranged under the above classification are very important and necessary both from a physical and an educational point of view, each exercise contributing its share to the total effect of the whole lesson so as to prove particularly beneficial to the average board school child. It has, however, been found from experience that the class teacher has usually some difficulty in teaching a complete programme of exercises

embodying a selection from each and all of the groups of movements. To meet this difficulty, due to the short time at present allotted to the physical-training lesson, and in order to provide variety without entailing too much teaching, the exercises have been arranged into series of two parallel programmes (A and B), each of which should be taught at alternate lessons and repeated for a certain period. Viewed separately each part of the programmes (A and B) is compiled in accordance with the general principles governing the combination and arrangement of exercises, at the same time they are so closely related as to be dependent upon each other for the totality of their effects.

20. The programmes are divided into five sets, graded to correspond with the five years usually taken by children in passing from the infant to the supplementary departments. Each set contains six programmes intended for use during the school year (about 44 weeks).

The following is a general outline of these programmes, showing the form of the lesson and the nature of the exercises. It should be understood, however, that in the actual construction of the programmes many departures from and additions to this outline are made, to give variety and progressive effects.

The sex differences, both physiologic and mental, which are rapidly developing at the supplementary ages (12 to 14 years), imperatively demand that the children of these classes should be exercised separately. This is essential in order that the training may proceed in accordance with the natural development of each sex. For this purpose different sets of programmes have been compiled for boys and girls, which will allow of more rapid progress in both cases.

# OUTLINES OF PHYSICAL-TRAINING PROGRAMMES FOR JUNIOR DEPARTMENT OF ELEMENTARY SCHOOLS

*Conditions:* 30-minute lessons. Drill halls, but no apparatus

	I		II		III		IV		V		VI	
	A	B	A	B	A	B	A	B	A	B	A	B
Introductory ...	Facings, Steps, Feet Closings. Turning      Bending      Tng.      Bdg.      Tng.      Bdg.      Tng.      Bdg.      Tng.      Bdg.      Tng.      Bdg.											
Main ...	Order Head	1y	2x	2y	3x	3y	4x	4y	5x	5y	6x	6y
	Leg Arm	1y	2x	2y	3x	3y	4x	4y	5x	5y	6x	6y
Main ...	Trunk	Lateral bend	Sp.	Lat. turn	Sp.	Lat. bend	Sp.	Lat. turn	Sp.	Lat. bend	Sp.	Lat. turn
	Precipitant	Walking Running	Rng. Game	Wkg. Rng.	Rng. Game	Wkg. Rng.	Rng. Game	Wkg. Rng.	Rng. Game	Wkg. Rng.	Rng. Game	Wkg. Rng.
Closing ...	Leg Arm (slow)	1y	1x	1y	2x	2y	3x	3y	4x	4y	5x	5y
	Breathing	Jumping and Skipping. Slow arm raisings, turnings, partings, flings, bendings. In standing, or hips firm standing positions, with head liftings, slow arm movements, or heels raising.										

The above is a plan of a set of programmes representing a year's work (44 weeks).  
*Explanations:* Each year's work, while conforming to the above plan, is progressive upon the previous year's work. The A and B part of each to be done alternately six times each.  
 In the leg exercises *x* denotes heel-raising exercises and their developments.  
 In the leg exercises *y* " " foot-placing exercises and their developments.  
 In the arm exercises *x* " " arm stretchings.  
 In the arm exercises *y* " " other arm exercises, such as flinging, raising, parting, &c.  
 The numbers put against the exercises refer to the position of the exercise on its progressive list.

## OUTLINES OF PHYSICAL-TRAINING PROGRAMMES FOR SENIOR DEPARTMENT OF ELEMENTARY SCHOOLS

*Conditions:* 30-minute lessons. Drill halls, but no apparatus. Mixed classes

	I		II		III		IV		V		VI	
	A	B	A	B	A	B	A	B	A	B	A	B
Introductory...	Facings, Steps, Feet Closings, and combination of these with or without arm movements.											
Order Head	Turning	Bending	Tng.	Bdg.	Tng.	Bdg.	Tng.	Bdg.	Tng.	Bdg.	Tng.	Bdg.
Leg Arm	1x	1y	2x	2y	3x	3y	4x	4y	5x	5y	6x	6y
Main ...	Trunk	Lateral bend	Lat. bend	Lat. bend	Lat. bend	Lat. bend	Lat. bend	Lat. bend	Lat. bend	Lat. bend	Lat. bend	Lat. bend
		Abdominal turn	Lat. turn	Lat. turn	Lat. turn	Lat. turn	Lat. turn	Lat. turn	Lat. turn	Lat. turn	Lat. turn	Lat. turn
Closing ...	Precipitant	Running Game	Walking Running	Rng. Game	Rng. Game	Rng. Game	Rng. Game	Rng. Game	Rng. Game	Rng. Game	Rng. Game	Rng. Game
		Jumping and Skipping.	Jumping and Skipping.	Jumping and Skipping.	Jumping and Skipping.	Jumping and Skipping.	Jumping and Skipping.	Jumping and Skipping.	Jumping and Skipping.	Jumping and Skipping.	Jumping and Skipping.	Jumping and Skipping.
	1y	1x	1y	2x	2y	3x	3y	4x	4y	5x	5y	6x
	Slow arm raisings, turnings, partings, flingings, bendings.											
	In standing, or hips firm standing positions, with head lifting, slow arm movements, or heels raising.											

*Explanations:* See outlines for Junior Department.

This scheme is practically the same as for juniors, with the exception of an additional trunk exercise. The scheme for Supplementary Classes is the same as for Senior Department, with the exception of an additional balance (leg) exercise after the last trunk exercise.

There are twelve programmes in the supplementary scheme, covering a period of two years, this being the general length of time scholars remain in these classes.

21. The foregoing outlines of programmes are made out on the assumption that not less than two periods of thirty minutes each be devoted to physical training weekly. A daily lesson of thirty minutes for senior classes is not too much when one considers that the influences of school and desk life are of daily occurrence.

22. The use of apparatus has been intentionally omitted. Firstly, because of the expense attached to the provision of a sufficient quantity to facilitate the handling of large classes without loss of time. Secondly, unless used with expert knowledge, the employment of apparatus is often attended with doubtful and possibly harmful results.

23. *No exercise is used merely for the sake of show.* In no sense is the training "objective"; it is entirely "subjective" in its aim, and each exercise if correctly executed with regard to extent and posture will produce some known specific result.

*It is most important that the whole programme (A or B) be completely practised at each lesson* in order to effect the equal development of all parts, and to obtain those nutritional and corrective effects so necessary to young and growing school children.

*The exercises should follow each other strictly in the order given in the programmes,* experience having proved that this sequence is attended with successful results.

24. Great attention on the part of the teacher is necessary in order to stimulate the children, directing their efforts toward correct movement as regards direction, extent, velocity, and posture. *The attainment of correct movement is of greater value than promptitude and unison.* It is upon the correctness of the movement that the physical effect depends. Promptitude, unison, and polish will be the fruits of steady good practice and discipline, and have their own educational value.

## SECTION II.—STARTING POSITIONS

25. An exercise consists of a "Starting position" and movements executed in or from this position to further its effect. The starting position gives the exercise its main character, and to a very great extent determines its effect.

26. Positions are chosen for their "training value", which depends on how they best combine effect on body with simplicity of performance. These positions must be fixed and determined in form in order to produce the desired effects, and it is therefore most important that they should be "taken up" as nearly correct as possible. *A correct exercise can only be executed from a correct starting position*, and the class should be kept long enough in each position to allow the teacher to judge the effect, and make corrections accordingly.

27. The holding of the starting position demands the static contraction of antagonist muscles, and if the efforts of the class are well directed towards its correct execution there is quickly developed a keen sense of posture which gradually becomes habitual, resulting in that erect carriage of the body indicating a fine muscular and nervous balance.

28. Certain starting positions in which the whole body takes up a general attitude, such as standing, sitting, lying, kneeling, hanging, are called "Fundamental positions". Positions which deviate from these fundamental by movements of the arms, legs, or trunk are called "Derived positions".

29. These derived positions may be in combination so as to produce more complex positions; by so doing a great number of starting positions may be obtained, the combination making the exercises more difficult of performance,

more effective in their results, thus leading to a general progression and advancement.

## FUNDAMENTAL POSITIONS

**30.** Owing to the circumstances under which physical training has to be carried out in the Public Elementary Schools, circumstances which are made up by the presence of the two sexes in one class, dusty floors, asphalt or stone playgrounds, only two of the fundamental positions are employed, viz. Standing and Kneeling.

**31. Standing Position.** This is the very first and most important position, all others being derived from it, and on the correctness of which they greatly depend.

(a) Feet flat on the ground and turned out equally to form an angle of  $90^{\circ}$ .

(b) Heels in line.

(c) Knees pressed back.

(d) Trunk stretched up to full height. Head carried high upon the upstretched neck with the chin slightly drawn in.

(e) Shoulders drawn moderately backward and at the same time downward, square to the front and of equal height.

(f) Arms stretched downward, palms of hands inward and carried slightly behind the lateral plane of the body.

(g) Body slightly inclined forward from the ankles.

The position should be one of readiness without strain.

*Reasons for these:*

(a) "Feet flat on the ground" ensures the weight being carried by the whole foot.

The angle of  $90^{\circ}$  provides a broad base and ensures a direction for the feet to move in certain positions arising from this.

(b) "Heels in line" ensures that the body is square to the front. If one heel is behind the other the hips are twisted toward the rear foot. The weight of the body will be principally carried by the rearmost leg, this will cause the pelvis to deviate from the horizontal and tend to spinal curvature.

(c) "Knees pressed back." This is intentionally said instead of heels together. A person who is knock-kneed, or who has large calf muscles, can only bring his heels together by bending at one knee, which causes an inclination of the pelvis. In all cases the aim should be to carry the weight of the body equally upon both legs, this is accomplished if the knees are pressed back. To have the heels touching is not important from a training point of view.

(d) "Trunk stretched up to full height" ensures that the spine is being straightened, and therefore the chest well and freely carried. Head carried high upon the up-stretched neck also ensures good carriage of the thorax. Chin slightly drawn in is corrective for "poking chin", and makes for better breathing.

(e) "Shoulders drawn moderately backward and downward" reacts upon the position of the chest and head.

"Square to the front" ensures the spine is not twisted if the legs and feet are correct.

(f) "Arms stretched downward" causes shoulders to be drawn downward. "Palms inward, arms slightly behind lateral plane of the body", ensures that the shoulders are carried slightly backward.

(g) "Body slightly inclined forward", ensures that the centre of gravity is over the middle of the base, and that therefore the spine and the chest are correctly held.

(This slight inclination forward of the whole body causes a slight contraction of the upper spinal muscles, reacting favourably upon the chest and respiratory act.)

*Common faults:*

Heels not in line.

Feet not sufficiently turned out.

Feet not equally turned out.

Knees slightly bent.

Waist forward, head forward, weight on heels.

Abdomen drawn in, chest overexpanded and rigid.

Shoulders hunched upward and backward.

Breathing restrained.

*Command:* "Class—Position!"

**32. Resting Position** arises from the standing position, by advancing either foot a short distance in the direction that the toe is pointing, with the weight of the body equally distributed on both legs. The trunk and arms take up an easy attitude.

*Employment:* When it is required to rest the class during the explanation of a new exercise, or if the teacher is required to temporarily discontinue the lesson. No effort should be made in its performance, and the command should be given in a tone suggestive of rest and relaxation.

*N.B.* In order to ensure equal distribution of weight to each leg, it is essential to take up the position alternately with the left and right foot.

*Command:* "With the left (right) foot—Rest!"

**33. Kneeling Position.** This position differs from the standing position only in the respect that the body is supported on the knees and feet. Movements of the trunk are communicated to the pelvis instead of the thigh, as in the standing position.

(a) The knees should be about a foot's length apart.

(b) The heels together and toes turned out.

(c) The ankle joint may be either extended or flexed, so that either the instep or toes may bear upon the ground.

*Reasons for above:*

(a) "The knees slightly apart" gives a firmer base, and fixes the hips favourably for some movements.

(b) "The heels together and toes turned out" make the base steady.

*Common faults:* In addition to those mentioned in the standing position—

Sitting back on the heels.

Waist projecting and head forward.

Heels apart. Toes together, or heels turned in, rendering the position less stable.

*Command:* "Kneeling—Place!"

*Performance:* In three parts—

(a) Place the left foot backward, toe resting on the ground.

(b) Quietly and gently kneel down on the left knee.

(c) Place the right knee in position on the ground.

The return to the "Standing" position on the command "Class—Position!"

(a) Place the left foot on the floor with both hands resting on the knee.

(b) Stretch up, and bring the right foot beside the left, pressing on the left knee to assist the raising of the body.

## DERIVED POSITIONS

34. In taking up the various derived positions, whether by movements of the arms, legs, or trunk, it is most important that only the part of the body required should move. All clumsy and ill-controlled movements, unnecessary to the execution of the desired positions, should be gradually reduced and eliminated by clear and definite explanations from the teacher. The suppression of this

awkwardness on the part of the scholars lays the foundation of neuro-muscular inhibition, and results in that control so necessary to correct and pure movement.

35. In the following description only those positions are adopted which are of easy comprehension, and practicable in large mixed classes, dressed in their usual school clothing. Every effort should be made to induce boys to take off their collars, to allow freedom for the neck and spine during the lesson.

#### I. POSITIONS DERIVED BY MOVEMENTS OF THE ARMS

36. **Hips Firm Position.** The palms of the hands are placed on the hips above the crest of the hip bones, so that the closed tips of the fingers lie in front, the thumbs are directed backward. The elbows are carried backward only so far that they are in line with the collar bones, which should be drawn downward and backward. The wrists must be pressed down against the hip bones to ensure the shoulders being drawn down.

*Command:* "Hips—Firm!" (Class—Position!)

*Performance:* The hands quickly raised grasp the waist, as in the preceding description. Care must be taken to prevent the shoulders from rising, which is a general fault with beginners.

*Common faults:*

(a) The wrist straight or bent upward, with the fingers and thumb pointing downward. (This hunches the shoulders.)

(b) The hands too far back. This pushes the waist forward, causing undue curvature of the lower spine.

(c) The hands grasping slackly.

(d) The elbows drawn too far back. This pushes the shoulders and head forward.

(e) The elbows drawn forward. This carries the shoulders forward and flattens the chest.

(f) The waist pinched.

(g) The arms pushing inward on to the waist instead of downward on the hips.

*Effects:* This position gives increased firmness to the trunk, and is therefore used whenever it is desirable to give stability to the body. The chest is somewhat raised and inspiration is somewhat deeper.

**37. Bend Position.** The arms close to the side, fully rotated outward at the shoulder joint, with the forearms bent upward, so that the finger tips are directed towards the points of the shoulders.

*Command:* "Arms upward—Bend!" (Arms downward—Stretch! or Class—Position!)

*Performance:* The arms are fully turned out at the shoulder joint and the forearms bent up simultaneously, the arms being kept close to the sides during the movement. The finger tips are directed toward the point of the shoulders, so that the backs of the hands are turned outward, the palms of the hands inward and rather backward. The wrists somewhat bent. In taking the position the upper arms should not come away from the sides, so that if a piece of paper were to be held between the arm and the trunk in the "Standing" position, it would still be there in the "Bend standing" position.

As the hands come up they should move close to the trunk, whilst an effort should be made to direct the elbows still lower.

A good method of obtaining the position correctly during the initial stage of training is to carry out the following:—

1. Raise the arms sideways. (See "Yard" position.)
2. Turn the palms up.

3. Keeping the upper arms up and well back, bend the forearms until the finger tips rest on the shoulder.

4. Draw the elbows down and close to the sides. After the class have developed the "feel" or "posture sense" of the position, proceed as at first described.

*Common faults:*

(a) Shoulders hunched.

(b) Head forward.

(c) Waist forward.

(d) The elbows and arms not close to the sides.

(e) The hand in front of the shoulders. Often even laid on the breast.

(f) The palms of the hands turned forward.

(g) The elbows moved forward or backward instead of being retained in the lateral plane of the body.

(h) The arms not rotated outward.

*Effects:* There is a straightening of the upper spine, and a slight transverse tension in the upper part of chest.

**38. Speech Position.** The arms fully stretched downward and rotated outward.

*Command:* "Arms outward—Turn!" (Arms to the side—Turn!)

*Performance:* The arms are rotated well outward, so that the shoulders move backward. Effort must be made to retain the arms close to the sides. The movement must take place along the whole line of the arm and not in the forearm only.

*Common faults:*

(a) The arms turned the wrong way (*i.e.* inward and forward).

(b) The shoulders raised.

(c) The head and waist moving forward.

(d) The forearm only rotated, thus having no effect upon the shoulder joint.

- (e) The arms raised away from the sides.
- (f) The wrists and elbows bent.

*Effects:* Straightens the upper spine and expands the chest.

**39. Yard Position.** The arms and hands fully stretched are level with the shoulders and carried well backward. Palms turned downward unless otherwise stated.

*Commands:*

(a) "Arms sideways—Raise!" (Arms—Lower! or Position!)

(b) "Arms sideways—Stretch!" (Arms downward—Stretch!)

*Performance:*

(a) The fully stretched arms are raised sideways.

(b) The arms first take the "Bend" position. The wrists are then turned to direct the fingers sideways, and the arms are immediately stretched sideways.

To return to the sides: (a) The fully-stretched arm is lowered to the side without slapping (slowly or quickly as directed); (b) the arms first take the "Bend" position, and are then stretched downward.

*Common faults:*

(a) The shoulders raised as the arms are raised instead of being kept well down.

(b) In stretching the arms from the "Bend" position, the hands coming forward and making somewhat of a swimming movement instead of moving along the shortest line.

(a and b) The arms not carried sufficiently far back, not kept in line with the shoulders. Head moving forward. Yielding at the lower part of spine.

*Effects:* (Palms down.) Lateral expansion of the chest. Straightening and stretching of axillary blood vessels.

(Palms up.) The outward rotation of the bone of the upper arm increases the tension of the chest muscles, causing a forward vaulting of the chest. The fixation of the shoulder blades has been increased. The stretching of the axillary blood vessels is also increased.

**40. Crown Firm Position.** The fingers locked together and resting lightly on top of the head, the little fingers just behind the top of forehead. The elbows carried well backward.

*Command:* "Crown—Firm!" (Class—Position!)

*Performance:* The elbows and shoulders should be carried well backward by pulling firm the locked fingers. The hands must always be brought to the head along the shortest line.

*N.B.* The head must not move forward to meet the hands but must be kept erect.

A method of first teaching the position—

- (a) Raise the arms sideways.
- (b) Turn palms of hand up.
- (c) Bend the arms at the elbows, lock the fingers on top of the head and pull.

After the scholars learn the "feel" of this position proceed as at first described.

*Common faults:*

(a) The hands too far back on the head. This pokes the chin forward.

(b) The hands pressing down or clasping the head. This also pokes the chin forward.

(c) The hands not pulling against each other. This means the elbows do not go back.

(d) The shoulders hunched up. Caused by pressing on the head.

*Effects:* Expands the chest. Upper part of spine is straightened. Shoulder blades flattened on the back and

rotated outward. Circulation in axillary vessels accelerated. Centre of gravity of body raised.

**41. Cross Bend Position.** The elbows level with the shoulders and carried backward. The arms bent at the elbows so that the forearm is in front of and close to the body, fingers and wrists well stretched and in line with the forearm. The thumbs close to the fingers, palms of hands directed downward.

*Command:* "Arms across—Bend!" (Arms downward—Stretch! or Position!)

*Performance:* The arms are quickly raised and the elbows bent simultaneously. The position can well be taught from the "Yard position" by bending the arms forward.

*Common faults:*

- (a) Shoulders hunched.
- (b) The fingers and elbows drooping downward.
- (c) Fingers and wrists not in line with the forearm.
- (d) Elbows not well drawn back, allowing the finger tips of each hand to touch each other. This causes a flattening of the chest.

*N.B.* If this position is taken correctly the hands should not touch each other nor yet touch the chest.

*Effects:* Expands the chest laterally. Rotates the shoulder blades outward, flattening them against the back. Straightens the upper part of spine.

**42. Reach Position.** Arms and hands are kept in extreme extension forward level with the shoulders. Arms parallel with each other. Palms of hands turned inward. Shoulders must be kept down and back.

*Command:*

- (a) "Arms forward—Raise!" (Arms—Lower! or Position!)

(b) "Arms forward — Stretch!" (Arms downward — Stretch!)

*Performance:*

(a) The fully-stretched arms are raised forward to the level of the shoulders.

(b) The arms first take the "Bend" position, and are then fully stretched forward level with the shoulders.

*Common faults:*

(a) The body bending backward at the waist with the weight on the heels.

(b) The knees bent.

(c) The waist forward.

(d) The head forward.

(e) The hands closer than the shoulder width.

(f) The palms downward.

(g) The elbows slightly bent.

(h) The shoulders forward and rounded.

(i) The chest flat.

*Effect:* Expands the lower part of chest.

**43. Stretch Position.** The arms and hands are kept in extreme extension upward and are carried backward. Arms must be parallel with each other with the palms of the hands turned inward. The head must be kept erect, and the trunk must not yield in the lower part of the spine.

*Commands:*

(a) "Arms sideways and upward—Raise!" (Arms sideways and downward—Lower!)

(b) "Arms forward and upward—Raise!" (Arms forward and downward—Lower!)

(c) "Arms upward — Stretch!" (Arms downward — Stretch!)

*Performance:*

(a) The arms are first raised to the "Yard" position. The palms of the hands are then turned upward, and the raising is continued till the arms are parallel and fully extended. The turning of the arms should take place as they pass the shoulder level. There should be no pause during this turning.

(b) The arms are raised to the "Reach" position, and the raising continued until they are fully stretched upward.

(c) The arms first take the "Bend" position, and are then vigorously stretched upward to the fullest extent.

*N.B.* With little children, allow them to look at their hands, as this carries the head back and overcomes the more serious faults generally made by beginners.

To return the arms to the sides, reverse the actions (a), (b), (c).

*Common faults:*

(a) The elbows and hands not fully stretched.

(b) The arms closer than shoulder width. (This compresses the upper part of chest.)

(c) The palms of hands turned forward and not far enough back.

(d) The head and waist forward.

(e) The chest flat.

(f) The knees bent.

*N.B.* In children with stiff shoulders it is permissible to have the arms wider than the shoulder width in order that they may be carried well backward.

*Effects:* The chest widens laterally, especially at the lower part. The abdomen flattens through the passive extension of its muscles. The back widens through the outward rotation of the shoulder blades, and the upper part of spine straightens. The total capacity of chest increases.

44. *Note particularly* that the various starting positions of the arms should be practised slowly at first, speed being increased as the scholars are more proficient in the correct execution.

## II. POSITIONS DERIVED BY MOVEMENTS OF THE LEGS

45. **Close Standing.** The inner borders of the feet and the ankles touching.

*Command:* "Feet—Close!" (Feet—Open!)

*Performance:* The toes are raised and the feet rotated inward upon the heels until the inner borders of the feet are touching along their entire length. The legs kept straight. The body held erect, and still slightly inclined forward, as in the "Standing" position.

*Common faults:*

- (a) The feet not lifted high enough.
- (b) The feet shuffling together.
- (c) The feet not completely closed.
- (d) The feet not directed to the front.
- (e) The knees bending.
- (f) The body swaying backward and forward from the hips.

*Effects:* The position of the hip joints is such as to allow of a greater range of movement in certain directions than in the "Standing" position. This makes the "Close" position a more difficult one for certain exercises. The base is reduced, thus increasing the difficulty of balance. The abdomen is more relaxed than in the "Standing" position.

46. **Stride Standing.** The feet are placed astride 2 foot-lengths, the weight of the body resting equally on both. The feet still forming a right angle with each other.

*Command:* "Feet astride—Place!" (Feet together—Place!)

*Performance:* (1) The left foot is placed 1 foot-length to the left. (2) The right foot is placed 1 foot-length to the right.

To return to the Standing position: (1) The left foot is brought inward 1 foot-length to its original position. (2) The right foot is brought close to the left to its original position.

*N.B.* In placing the feet astride, or together, the ankle joint must be extended so that the toes touch the floor first.

*Common faults:*

(a) The distance between the heels less than 2 foot-lengths.

(b) The feet not sufficiently turned out.

(c) The feet not placed an equal distance to the left and right.

(d) The feet scraping along the floor.

(e) The body swaying from side to side.

(f) Stamping, instead of placing the feet so that the toes touch the floor first.

*Effects:* Locks the hips more than the "Standing" position. Forms a wider base laterally, therefore the balance is more stable in that direction.

**47. Walk Outward Standing.** One foot is placed outward away from the body 2 foot-lengths, in a direction halfway between sideways and forward. The weight of the body should be equally distributed on both feet. The trunk must not be turned towards the outgoing foot. The knees must be pressed back.

*Command:* "Left (right) foot outward—Place!" (Feet together—Place!)

*Performance:* The heel of the named foot is slightly raised by bending the knee, the foot is then shifted 2 foot-lengths along a line midway between forward and sideways. The foot is placed firmly on the ground, with the knee well pressed back and the ankle joint well stretched, so that the toes meet the ground first. The weight of the body must be equally divided on both legs, so that the centre of gravity is over a spot midway between the heels.

In bringing the feet together, both legs are kept straight, the moved leg is brought back smartly by stretching the ankle joint and firmly pushing with the toes.

*Common faults:*

(a) The weight of the body kept back on the unmoved leg.

(b) The knee of the backward leg bent as the outgoing foot is placed.

(c) Direction incorrect, not midway between forward and sideways.

(d) The foot not turned out.

(e) The body and the head turning in the direction of the outgoing foot.

(f) Too much bending at the knee. Heel of the outgoing foot touching the ground first.

*Effects:* Locks the hips more than the "Standing" position, and more than the "Stride Standing" for some movements.

48. *N.B.* In all the "Walk" positions the feet must be placed firmly, *correct distance and direction is of utmost importance if good effects are to be obtained.* The various "Walk" positions are used to ensure muscular isolation, so that certain exercises are made more difficult, the movement being localized to the desired part.

49. **Walk Back-outward Standing** is a similar position

to the preceding, but one foot is placed in a direction midway between sideways and backward.

*Command:* "Left (right) foot back-outward—Place!"  
(Feet together—Place!)

*Performance:* Both legs must be kept straight, the body moving with the moving leg until the centre of gravity is over a point midway between the feet. The moving foot is placed back-outward 2 foot-lengths. The toe of the moved foot touches the ground first, whilst the correct angle of the feet must be retained.

*Common faults:*

- (a) The body turned in the direction of the rear leg.
- (b) The direction incorrect, usually too much in the backward direction.
- (c) The heel of the moving foot touching the floor first.

*Effects:* (See "Walk outward" position.)

**50. Walk Forward Standing.** The legs apart, one foot being placed directly forward 2 foot-lengths without altering the angle between the feet. Weight equally distributed upon both legs. Head, shoulders, and hips square to the front.

*Command:* "Left (right) foot forward—Place!" (Feet together—Place!)

*Performance,* as in "Walk outward" standing, except regarding the direction.

*Common faults:*

- (a) Weight of body kept back on rear leg.
- (b) The body turning toward the direction of the moving leg.
- (c) Direction incorrect. Sometimes slightly outward. At times the moving leg is carried across the other leg.
- (d) The toe turned forward instead of keeping the foot turned out at the correct angle.

(e) The heel of the rear foot brought somewhat forward. In bringing the feet together (see "Walk outward" standing).

*Effects:* Locks the hips more than the preceding positions, causing more muscular isolation. Base is increased in the fore-and-aft direction. Balance is less stable than in "Walk outward".

*N.B.* The turning outward of the foregoing foot prevents that slight rotation of the hips which is incorrect in the execution of the various walk positions.

**51. Walk Backward Standing.** The position is similar to the preceding, but the moving leg is carried directly backward.

*Command:* "Left (right) foot backward—Place!" (Feet together—Place!)

*Performance:* As for "Walk back-outward" standing, except regarding the direction.

*Common faults:*

- (a) The body turned in the direction of the rear leg.
- (b) The moving leg not carried directly backward.
- (c) The toe of the moving foot turned too far outward, causing a slight rotation of the body.

*Effects:* See "Walk forward" standing.

**52. Lunge Outward Standing.** The moving foot is placed 3 foot-lengths in the outward direction. The advanced knee is bent so as to form a right angle between the thigh and the lower part of leg. The knee of the rear leg is braced well back. The trunk is carried outward over the bent knee, so that the whole body from head to heel of backward foot is in a straight oblique line. The weight of the body is borne by the forward leg.

*Command:* "Left (right) foot outward lunge—Place!" (Feet together—Place!)

*Performance:* The heel of the outgoing foot is slightly raised, and the foot is placed 3 foot-lengths outward. As the toes of the foot meet the ground the forward knee is bent until it is directly over the toes. The body falls outward in the direction of the outgoing foot, and the weight is taken on the forward leg. The head, trunk, and backward leg are kept in a straight oblique line.

To bring the feet together: The heel of the advanced foot is slightly raised, and by firmly pushing with the toes the knee is straightened and the leg carried back to the "Standing" position.

*Common faults:*

- (a) Direction incorrect.
- (b) Distance between the feet too little or too great.
- (c) The heel of moving foot touching the ground first.
- (d) The knee insufficiently bent.
- (e) The trunk upright instead of being in straight line with backward leg.
- (f) The upper hip sunken. This causes a lateral bending in the lower spine.
- (g) The trunk turned towards the forward leg instead of being kept square to the front.
- (h) The face looking downward instead of to the front.
- (i) The backward foot turned over on its inner side.

In bringing the feet together:

- (a) Pushing from heel instead of toes of advanced foot.
- (b) Bringing the forward leg in place bent at the knee. (The knee must be straightened as the foot comes back to the "Standing" position.)
- (c) Bending the knee of the backward leg.
- (d) Raising the heel of the backward leg.

*Effect:* The muscles of the spine are in stronger contraction than in the "Standing" position, especially those on the side of the backward leg. The blood is drawn

from the abdomen and pelvis to the chest and legs. With beginners there is a strong effort to maintain the balance.

**53. Lunge Back-outward Standing.** The position is similar to the preceding.

*Command:* "Left (right) foot back-outward lunge—Place!" (Feet together—Place!)

*Performance:* The movement is similar to that for "Walk back-outward" standing, except that the named foot is carried back-outward 3 foot-lengths, and the body inclined outward to the "Lunge position". The knee of the stationary (forward) leg bends as the named leg is placed back-outward.

*Common faults:*

- (a) The body not square to the front.
- (b) The trunk not inclined outward but kept upright.
- (c) Distance and direction incorrect.
- (d) The toe of the moving foot turning inward not keeping the correct angle.
- (e) The rear heel raised.
- (f) The bending knee turned inward.

*Effect:* As in the Lunge outward position.

*N.B.* In the commands for the "Stride", "Walk", or "Lunge" positions the executive word for taking the position is "Place!" On the command "Feet together—Place!" the moving foot is always brought back to its original position, *i.e.* the "Standing" position.

**54. Toe Positions.** The toe positions are derived from the various positions of the feet (except the "Lunge") by raising the heels.

Toe standing.

Close toe standing.

Stride toe standing.

Walk outward toe standing.

Walk back-outward toe standing.

Walk forward toe standing.

Walk backward toe standing.

*Commands:* After giving the commands for the various positions, "Heels—Raise!" (Heels—Lower!)

*Performance:* The heels are raised as high as possible, still keeping the weight of the body equally distributed on both feet.

*Common faults:*

(a) The heels not fully raised.

(b) The knees bent.

(c) The body swaying and unsteady.

(d) The shoulders raised when the heels are raised.

(e) In the "Walk" positions: The heels raised unequally. The backward heel is commonly raised more than the forward heel.

*Effects:* Upper spine becomes straightened, chest more expanded, and the abdomen more flattened than in the "Standing" position.

**55. Spring Positions.** These positions are derived from the "Toe" positions by bending the knees outward till the thigh form a right angle with the lower leg.

*Command:* After "Heels—Raise!" "Knees—Bend!" (Knees—Stretch!) (Heels—Lower!)

*Performance:* The knees are bent outward over the feet until the angle at the knee joint forms a right angle. The body must remain erect throughout the movement.

*N.B.* Walk forward or backward Spring Standing positions are very rarely used in school training. Walk outward and back-outward Spring Standing positions are somewhat different in their execution (see Par. 163).

*Common faults:*

(a) The heels lowered when bending the knees.

(b) The knees bent forward instead of being spread outward.

(c) The bending carried too deeply.

(d) The head and shoulders poking forward.

In stretching the knees:

(a) The shoulders raised.

(b) The ankles and knees not fully stretched.

*Effect:* The activity of the leg muscles causes an increased circulation in this direction. These positions demand a great amount of co-ordination, and so intensify cerebellar activity.

**56. Toe Support Standing.** These positions are similar to the "Walk" positions, but the moving foot is placed on the ground with the heel raised (ankle well stretched). Weight of body rests on the stationary leg, which must also be kept straight at the knee.

These positions are usually taken forward, backward, or sideways.

*Command:* "Left (right) foot forward (backward, sideways) on the toe—Place!" (Feet together—Place!)

*Performance:* The named foot is moved in the direction indicated and placed lightly on the toe. The weight of the body being transferred to the stationary leg, the hips must sway a little in that direction in order to maintain the equilibrium of the body.

"Toe support backward" differs from the remainder in that the foot is stretched directly backward and placed on tiptoe, so that the sole faces to the rear and upward, the ankle being well stretched. In the remainder the foot is turned out to the usual angle, and the sole faces downward.

*Common faults:*

(a) The body inclining in a direction away from the moved leg.

(b) In "Toe support sideways", the body not kept square to the front.

(c) The eyes looking down.

*Effects:* Slight conscious effort to maintain balance. These positions are employed as preparatory balance exercises.

**57. Crook Half Standing.** The body standing on one leg. The other leg raised forward and bent at the knee, so that the thigh is horizontal and the knee joint forms a right angle. The ankle joint to be fully stretched, toes pointed downward.

*Command:* "Left (right) knee—Raise!" (Left (right) knee—Lower!)

*Performance:* The heel of the named leg is raised by bending the knee. The thigh is then lifted so as to form a right angle with the trunk, which should be held erect. The hips must sway a little in the direction of the stationary leg in order to maintain the balance. The knee and hip joints of the raised leg should approach the angle of  $90^\circ$ , whilst the ankle joint is fully stretched.

*Common faults:*

- (a) The knee of the supporting leg bent.
- (b) The trunk not held erect, but swaying sideways or backward.
- (c) The head forward, chest flat.
- (d) The raised knee not high enough.
- (e) The lower leg drawn backward instead of being perpendicular with the ground.
- (f) The ankle joint not stretched.

*Effects:* There is constant activity of the spinal muscles in their endeavour to keep the trunk erect. The position demands great muscular co-ordination and intensifies cerebellar activity.

### III. POSITIONS DERIVED BY MOVEMENTS OF THE TRUNK

**58. Arch Position.** The head, neck, and back arched backward to form a continuous curve.

*Command:* “Trunk backward — Bend!” (Trunk — Raise!)

*Performed in* Standing, Close Standing, Stride Standing positions, also in the Kneeling position. The arms take up the following positions:—Hips firm, Bend, Cross bend, Yard.

*Performance:* The arching should take place principally in the upper part of the spine. If the movement be analysed, it consists of a raising of the chest, coincident with an arching backward of the spine, the arching commencing at the neck and extending downward.

The movement is difficult to teach small children, and for this reason the raising of the chest is followed by the bending backward of the head only. This prevents that bending in the lower part of the spine which is so undesirable, and confines the movement to the spine of the neck. This is known as “High Arch”. With practice, and as the children show proficiency, the extent of the bending is gradually increased so that the spine from the head to the centre of the back forms an even curve. This is known as “Low Arch”.

*Command:* High Arch: “Chest—Raise!” “Head backward—Bend!” (Head—Raise! Chest—Lower!)

Low Arch: “Trunk backward—Bend!” (Trunk — Raise!)

*Common faults:*

High Arch: The chin pushed upward, *i.e.* the neck not fully bent backward.

Low Arch: The bending occurring at the lower part of

the spine only, causing a projection of the head and waist forward with a consequent flat chest.

Both High and Low Arch: The breathing restrained.

(*N.B.* Do not keep the class too long in the "Arch" position.)

The shoulders hunched up.

If standing: the knees bent with weight of body back on heels.

If kneeling: sitting back on the heels.

Increasing the knee bending.

*Effects:* The spinal muscles are strongly contracted, and the joints of the spine are exercised and kept flexible. Chest is expanded, especially in the lower part, spine straightened; it is therefore a good corrective exercise, counteracting the effects of long sitting at desks. The abdomen is flattened, and the chest being in a strong inspiratory position there is a tendency to hold the breath, therefore the position should not be of long duration. This tendency on part of the scholars to hold their breath can be checked by advice and explanation from the teacher.

**59. Stoop Position.** The trunk is inclined forward by bending at the hip joints with a simultaneous pressing back at the knee joints. The chest should be vaulted with the head slightly backward.

*Command:* "Trunk forward—Bend!" (Trunk—Raise!)

*Performed in* the Standing, Close Standing, and Stride Standing, with Hips firm, Bend, Cross bend, or Yard positions.

*Performance:* The chest is raised and the trunk is bent forward at the hips, the seat being pushed somewhat backward in order to balance the body. The head must be held up and slightly drawn backward with the chin in.

The raising of the chest causes a straightening of the

upper spine, and the movement is first taught in two parts, viz.: (1) Chest—Raise! (2) Trunk forward—Bend! There is with children a tendency to bend at the knees owing to the comparative shortness of the muscles at the back of the thigh. This should be resisted or the effect of the exercise will be partly lost.

*Common faults:*

(a) Knees bent.

(b) Seat pushed too far back, causing weight of body to be shifted on to the heels.

(c) Seat not back at all, therefore no bending at the hip joints.

(d) Chest flat, head forward with eyes on floor.

(e) Shoulders forward, back rounded instead of flat.

*Effects:* Straightens spine. The extensor muscles of the spine are in strong contraction drawing the shoulder blades backward and downward. Chest is vaulted, and respiration is easier than in the "Arch" positions. The abdomen is somewhat compressed and the muscles at the back of the legs are stretched, favouring an increase of blood supply in that direction.

**60. Turn Position.** The trunk is rotated to one side without moving the base, the head being kept square with the shoulders.

*Command:* "Trunk to the left (right)—Turn!" (Trunk forward—Turn!)

*Performed in* the Standing, Close Standing, Stride Standing, Walk Standing positions; also in the Kneeling position, in conjunction with Hips firm, Bend, Cross bend, Crown firm, and Yard positions.

*Performance:* After taking up the position for the base, the spine should be rotated upon itself, the chest being pushed well round in the named direction. In order to

make for correct execution, tell the scholars to "Stretch up", "Get tall". The head should be kept square with the shoulders, "the nose in line with the shirt buttons".

*Common faults:*

- (a) Turning the feet after the starting position is taken.
- (b) Raising the heels.
- (c) Bending one or both knees.
- (d) Turning the head instead of the trunk.
- (e) Bending the trunk backward or to one side.
- (f) Not stretching up.

In the Kneeling position:

- (a) Allowing the heels to come apart.
- (b) Shifting the knees.

*Effects:* Exercises the mobility of the spine along its long axis. Strengthens the side muscles of the abdomen. The stronger the muscles and the more supple the joints of the spine the greater the power to resist tendencies towards displacement (spinal curvature). The abdominal organs are slightly lifted and the supply to abdominal and spinal blood vessels is increased. There is an expansion of the chest especially on the side away from the turning.

**61. Squat Position.** The knees fully bent outward with heels raised. The arms straight with hands placed on floor close to the feet. The whole body in a position somewhat like that of a frog previous to jumping.

*Command:* "Squat down—Place!" (Position!)

*Performance:* From the standing position the knees are fully bent outward, and the hands placed flat on the floor with the fingers directed slightly inward. The position should be taken in one quick movement.

Head up, seat down.

The weight of the body well on to the arms.

The elbows straight and between the outspread knees.

The hands the width of the shoulders apart and vertically under the shoulders.

The hands turned so that the fingers are directed forward and inward.

The fingers and thumbs close together.

*Common faults:*

(a) The head down and the seat up.

(b) Back more rounded than necessary.

(c) Hands too close to each other, causing a cramping of the chest.

(d) Hands turned too far out or too far in.

(e) Hands not flat on floor.

(f) Knees not spread outward (due to feet not turned sufficiently outward).

(g) The elbows not straight.

*Effects:* Causes a straightening of the lower part of the spine due to the contraction of the muscles of the abdomen. Stretches and strengthens the muscles of the loins and hips. Circulation increased in legs and abdomen.

**62. Prone-falling Position.** The whole body fully outstretched resting on hands and toes. The arms straight and heels together. The head carried high with the chin drawn in.

*Command:* "Prone-falling—Place!" (Position!)

*Performance:* The position arises by first taking the "Squat" position and then stretching the legs backward.

The legs should be together with the feet turned out.

The legs and trunk in one straight line.

The head up with chin well in.

The chest pushed out between the arms.

Arms straight and perpendicular to the floor.

Hands as in "Squat" position.

*Common faults:*

(a) The back hollowed. The knees bent. The face directed downward instead of forward.

(b) The seat too high. The head down. The back rounded.

(c) Arms bent. Shoulders hunched.

(d) The breathing restrained.

*Effects:* The chest is expanded. There is a strong contraction of spinal and abdominal muscles in order to maintain the position. Gravity draws the blood into the front portion of the body. Slight abdominal pressure, due to the contraction of the abdominal muscles.

## IV. POSITIONS DERIVED FROM KNEELING

**63. Arch Kneeling.** See "Arch" position.

**Fall Kneeling.** The body in the "Kneeling" position inclined backward, forming an oblique straight line from knees to head.

*Command:* "Trunk backward—Fall!" (Trunk—Raise!)

*Performance:* After taking the "Kneeling" position the body is held in a straight line and allowed to fall backward from the knees. The extent of the falling is about 45°.

*Common faults:*

(a) The head forward.

(b) The back rounded.

(c) The shoulders forward.

(d) Yielding in the loins.

(e) Sitting back on the heels.

(f) Breathing restrained.

*Effects:* Muscles of abdomen in strong contraction, exerting pressure upon its contents, causing them to lift upward. The curve of spine at loins is diminished. There

is a tendency to hold the breath, which must be checked by advice and explanation on part of the teacher.

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### SECTION III.—MOVEMENTS

64. The following movements of the head, legs, arms, and trunk have been selected as being specially suitable for use in public elementary schools. In all cases there should be no deviation from the starting position during the execution of the movement.

65. Whilst the starting position determines the effect of an exercise, the movement develops this effect, consequently it must be well defined, not only as to form, but also as to the energy with which it is executed, and the number of times it should be repeated.

66. Every motion (bending, stretching, turning, raising, &c.) should be fully achieved, whilst speed, direction, and duration all make for correct action.

67. All movements should be performed in the simplest manner. Stiff, jerky, and clumsy movements can be avoided if form and posture are trained before promptitude and precision.

68. Each movement has its own particular rhythm to which it is native, and which must be developed after form and posture are attained.

69. It is only when executed in this definite manner, and from proper starting positions, that the various movements will have the effects anticipated.

## I. MOVEMENTS OF THE HEAD

**70. Bending Backward.** The head and neck are carried backward so that the face is directed upward. Care must be taken not to "poke" the chin. It is useful to tell the scholars to stretch their arms and shoulders down during the performance of this movement. Head bending backward is always executed slowly and without jerks.

**71. Lifting.** This movement is used in conjunction with breathing exercises. The head is lifted so as to stretch the spine of the neck, in order to give a good position to the chest when breathing. There should be a very slight bending backward, which must not be carried too far or the breathing will be restrained. This movement should always be executed in breathing rhythm.

**72. Turning.** The spine of the neck is rotated around its vertical axis, care being taken that the shoulders do not move. This movement may be slow or quick.

## II. MOVEMENTS OF THE ARMS

**73. Stretching.** Always in two parts, the bending as previously described (see "Bend" position of arms), then a smart stretching of the arms from the shoulder. The arms may be stretched forward, sideways, upward, downward, or backward, in all cases the movement being as rapid as possible. There should be a slight pause between each bending and stretching, in order to develop the effect. When combined with leg movements the rhythm must follow that of the leg movements. Slow or quick.

**74. Raising.** The movement takes place at the shoulder joint, with the elbows, wrists, and fingers fully stretched, and may be made forward, sideways, forward-upward, sideways-upward, and the reverse of these when lowering. The raising and lowering in the various directions is prac-

tised slowly at first in order to ensure correct form and action, after which the movement may be executed quickly, as directed.

**75. Flinging.** An extension of the arms from the "Cross Bend" to the "Yard" positions (see Par. 41, 39), and return. The movement must be made in the horizontal plane at all times, whether the trunk is in the "Standing", "Arch", or "Stoop Standing" positions.

**76. Parting.** Denotes a separation of the arms from some position in which they are parallel, *e.g.* from "Reach" or "Stretch" positions. The movement should be made with the arms and fingers fully stretched, and is sometimes combined with arms turning (see below).

**77. Turning.** Denotes an outward rotation of the arms at the elbow and shoulder joints, and return. The movement is executed from the "Standing" or "Yard Standing" positions with arms and fingers fully stretched. Usually executed slowly.

**78. Circling.** Arms raised forward and upward, and lowered sideways and downward, thus describing large circles from the shoulder joint. Movement is usually slow.

### III. MOVEMENTS OF THE LEGS

**79. Closing and Opening.** (See "Close" position, Par. 45.)

**Foot Placing.** (See the various "Walk Standing" positions.) When the feet are "placed" they should be lifted not scraped along the ground. To make a neat movement the toe should be placed on the floor a little before the heel, and there should be very little bending at the knee joint. When executed in "Series" the movements should be performed in an even measured rhythm with a distinct pause after each movement.

**80. Lunging.** (See Par. 52, 53.) Also executed in "Series", in a similar manner to "Foot Placings".

**81. Heels Raising.** The movement is executed from the various "Standing" positions, and may be either slow or quick according to the effect desired. The heels should always be raised to the fullest extent without any twisting at the ankle joint, and should always be lowered quietly, never "bumped" to the ground.

**82. Leg Raising.** The knee and ankle joints are to be fully extended. The leg may be raised forward, backward, or sideways from the "Standing" or "Toe Support Standing" positions. The trunk should be kept erect during the raising of the leg. The movement is usually slow.

**83. Knees Bending.** Executed from the various "Toe Standing" positions. The knees are carried outward and bent so as to form a right angle at the knee joint. The trunk is to be kept erect. The movement may be slow or quick according to the effect required.

**84. Knee Raising.** (See "Crook Half Standing" position.) When used as a balance exercise the "Knee Raising" is usually executed slowly, or with an appreciable pause after each movement. The exercise may also be performed in marching or running time.

#### IV. MOVEMENTS OF THE TRUNK

**85. Bending** (backward). See Par. 58.  
 (forward). See Par. 59.  
 (downward). See Par. 217.  
 (sideways). See Par. 240-3.

**Falling** (backward). See Par. 63, 233-5.

**Turning.** See Par. 60, 246-8.

Movements of the trunk are to be made slowly and smoothly without jerks, except in certain cases of bending sideways and turning, which are executed quickly.

## THE COMBINATION OF MOVEMENTS

86. In order to save time and to facilitate teaching the lesson, starting positions in which both arms and legs deviate from the fundamental may be taken up by a combination of movement. These combinations can only occur after each part of such starting positions have been separately taught and practised.

87. Combined positions necessitating only a single movement both of arms and legs are taken up in one motion, the movements being executed simultaneously, *e.g.* "Hips firm, close standing". The hands are placed at the waist and the feet closed simultaneously. When two positions of unequal number of parts are to be taken up simultaneously, the combination should occur at the last part, *e.g.* "Crown firm, stride standing". The left foot is placed 1 foot-length to the left, the hands are placed in "Crown firm" simultaneously with the movement of the right foot necessary to complete the "Stride" position.

88. In order to provide variety and progression, as well as to afford opportunities to revise many valuable forms of movement, exercises of the legs or arms are often combined in series. Moreover, many movements of the arms are of like rhythm to that of the legs, and may be executed in conjunction with them.

89. Such combinations will provide a great variety of many useful exercises, types of which are indicated below.

90. **Foot placing in series** (1-4), (1-8). These may be executed in succession in one direction, or two or more directions may be combined, *e.g.* Foot placing outward in

series (1-4), Foot placing outward and forward in series (1-8).

**91. Arms stretchings in series.** The arms may be stretched in two, three, or four different directions in succession, and the stretching may occur one, two, three, or four times in each direction. The number of combinations possible in these arm movements will admit of almost endless variety.

**92. Foot placings in combination with arm movements.** *e.g.* Standing: Foot placing forward with arms stretching upward in series (1-4).

**93. Foot placings in conjunction with heels raisings.** *e.g.* Foot placing outward with heels raising (1-8).

The performance of these examples of combinations will be found under Leg and Arm Exercises. Many other combinations of leg and arm movements are possible, but the above-mentioned are those most commonly used.

*The following rules will serve as a guidance to their execution:—*

**94.** Movements executed alternately to each side always commence to the left, except when the exercise is to be repeated, when it is often useful to commence to the right.

**95.** The combinations of movements in succession (in series) are usually taught by using numbers for the executive word after the exercise has been named. This will lessen the amount of talking and commanding, and so save the voice. It is also a better means of establishing the rhythm peculiar to movements executed in series. The counting of the numbers may be carried out by the class or by the teacher, according to the nature of the exercise.

**96.** The tempo of the exercise should not be quickened, and every part should be fully achieved.

**97.** A succession of movements should never be of too

long duration at any one practice. If movements are employed in series too early in the training their correct form is easily lost.

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#### SECTION IV.—TERMINOLOGY (NAMES OF EXERCISES, COMMANDS, ETC.)

**98.** Distinction must be made between the names of exercises and words of command. The latter are simple directions to the class for the execution of exercises. The former serve as a help to the teacher, who, recognizing an exercise by its name, will give words of command for its execution.

**99. Names of Exercises.** Since an exercise consists both of a starting position and a movement executed in or from that starting position, it is necessary that the name should clearly express both.

**100.** In order to abbreviate as much as possible, and yet to give a clear idea of the starting position, the following arrangement has been adopted: Firstly, the change (if any) in the position of the arms is indicated; secondly, the change (if any) in the position of the legs is added; thirdly, the change (if any) in the position of the trunk; and lastly, the fundamental position which the whole body takes up before these changes are brought about. Thus we have—

Hips firm, stride, stoop, standing.

1                      2                      3                      4

**101.** In expressing the name of a movement, which is always given after that of the starting position, it is usual to indicate, firstly, the part of the body to be moved;

secondly, the type or kind of movement to be made; thirdly, the direction of the movement. Thus we have—

Arms stretching sideways.

<sub>1</sub>                      <sub>2</sub>                      <sub>3</sub>

**102. Commands and Commanding.** Commands consist of two parts: (1) words describing the movement—the *preparatory* part; (2) word denoting the moment of execution—*executory* part.

**103.** The preparatory words must be sufficient to indicate the movement required. They should be delivered distinctly and with moderate slowness, in order that the scholars may mentally prepare for the execution of the exercise.

**104.** The executive word must be delivered according to the nature of the movement. If the movement is to be a quick one, the executive word must be short, sharp, and crisp, and in a somewhat higher tone than the preparatory words; but if the movement is to be slow, then it must be somewhat drawn out, thus by the very voice giving an indication for correct rhythm.

**105.** Commands should be just sufficiently loud for all the class to hear distinctly. Avoid shouting, as this leaves the teacher no reserve for suddenly awakening the class, and only has a worrying effect upon the children. A quiet command can be made every bit as emphatic as a loud one. Emphasis depends upon tone rather than volume.

**106.** The tone should be constantly varied to avoid monotony. A monotonous voice has a sleepy effect upon the children, and after a time few scholars will put any volition into the movements.

**107.** A good plan is as follows:—For a movement during which the body or parts are to be raised, the executive word should be delivered in a higher tone, *e.g.*:

Heels → raise!

For a movement during which the body or parts are to be lowered, the executive word should be delivered in a lower tone, *e.g.*:

Heels ↘ lower!

This, again, is an indication for good execution.

108. A pause, the length of which depends upon the training of the class, should be made between the preparatory and executive words, in order that the scholars may comprehend the movement and prepare for simultaneous execution. If the pause is unduly shortened, precision will be lost.

109. Every effort on the part of the teacher to secure a good commanding voice will be well repaid. Attention to pitch, pause, tone, articulation is a good investment, and results in economy of teaching power.

110. **Commands.** After the fundamental position has been ordered, the following is the usual method adopted in giving commands for the various starting positions: Firstly, give commands for the change (if any) in the position of the arms; secondly, give commands for the change (if any) in the position of the legs; thirdly, give commands for the change (if any) in the position of the trunk.

111. For starting positions in which both arms and legs deviate from the fundamental, the changes are executed simultaneously, by combining the commands, *e.g.* "With hips firm, feet astride—Place!"

112. Changes in the position of the trunk are very seldom executed simultaneously with those of the arms or legs. Except in a certain few cases, the rhythm of trunk movements does not allow of their combination with arm or leg movements.

113. After the starting position has been taken up,

commands for the movement to be executed in or from that position are next given. These commands should be clear and as concise as possible, so as to leave no hesitation in the minds of the scholars. The word denoting the kind or type of movement to be made is spoken lastly as an executive word, *e.g.* "Head backward—Bend!" not "Head bending—Backward".

114. It is useful to allow children to count aloud when practising facings, steps, the halt, and some of the simple leg movements. This counting greatly aids the class in memorizing the rhythm of the movements, but must not be allowed during the more violent exercises, such as quick arm movements, or skip jumping, &c.

115. Counting should be employed as a means of establishing and developing rhythm and unison only, and should be discontinued when the scholars show fair proficiency.

116. It is a good plan when teaching classes of young children to emphasize the executive word by some movement of the arm or hand, *e.g.* "To the left—Face!" as the word "Face" is commanded, indicate by raising the arm or pointing the hand in the required direction. Encourage the children, stimulate them by action and words.

The life, spirit, and enthusiasm of the teacher becomes contagious, and the results gained will prove proportionate to the teacher's ability in this direction.

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## SECTION V.—INTRODUCTORY EXERCISES

117. *These consist of:*

- |                        |   |
|------------------------|---|
|                        | } Combinations of these.                                  |
|                        |   |
| (a) Order movements... | Facings combined with arm movements.                      |
|                        | Steps combined with arm movements.                        |
|                        | Feet closings combined with arm movements.                |
| (b) Head movements...  | Head bending backward from various positions.             |
|                        | Head bending backward combined with slow arm movements.   |
|                        | Head turnings (slow or quick) from various arm positions. |

*Object:* To gain attention of the class.

React on other exercises.

Correct position of head on base.

*Effects:* Prepare class for stronger movements.

Connect scholar's mind with teacher's mind.

Connect intellectual activity with motor activity.

Give whole body better balance and carriage.

*Educational value:* Increased discipline and attention.

118. **Introductory exercises** are easy movements used at the commencement of the lesson to gain the attention of the class and to connect their minds with muscular activity. Exercises that will correct the base, and the position of the head, and thereby the general balance of the whole body, are necessary at this stage of the lesson in order to produce a good standing position. This will react upon all the following exercises, enhancing their effects, in-

asmuch as their correct performance depends upon the manner of taking up this important fundamental position.

119. The exercises should be such as call for little muscular effort, and at the same time should be movements that are well known to the class. Exactitude in performance should be aimed at, in order to produce that attention to commands and details of movement which is so necessary. At the same time "Introductory movements" are not used for direct physical development, and therefore too much time should not be expended upon them, more especially as they are repeated so often throughout the training. The teacher should always keep the aim of these exercises in view, *i.e.* to gain attention and a good standing position.

120. Such movements as "Facings", "Stepping forward, backward, sideways", "Feet closings", &c., are known as "Order movements", and being of a brisk and well-defined nature, they will awaken general alertness of mind and at the same time secure a correct base. Being closely followed by head movements, which give the spine, chest, and shoulders a good position (because of the intimate muscular connection between these parts), there is quickly established that attention and good posture so necessary at the beginning of the lesson.

#### I. ORDER MOVEMENTS

121. **Forming Class.** It is very important in order to prevent waste of time that the class should quickly take up a formation which is practicable for all the exercises of the programme. To this purpose every child should exactly know his or her place for the lesson. The class should be formed into four lines (in mixed classes, two lines of boys and two lines of girls) behind leaders, and arranged according to size, the shorter children to the

front, gradually increasing in height towards the rear. The following is the usual manner of forming the lines:—

(1) Leaders out! The leaders quickly run out and stand in a line, sufficiently far apart to allow of free movement for all the exercises.

(2) Class, in lines—fall in! The children quickly and quietly run to their places behind leaders.

(3) Distance forward—place! All except the leaders quickly raise arms in front of the body (“Reach” position) and take distance, 12 inches from the boy or girl in front of them.

(4) Class—position! Arms quickly lowered to the sides.

*N.B.* Children should be warned that when any of the leaders are absent their places are taken by the boy or girl next behind, who will act as a leader. Any other gaps in the lines caused by absentees are to be filled up at the command: Distance forward—place! the children moving forward till correct distance is gained.

**122. Closing and Opening the Lines.** For marching exercises it is necessary that the lines take closer formation for co-operative purposes.

Close the lines—march! The lines, acting in pairs, will take a side step towards each. With young classes, the children should count One! Two! Three!

Open the lines—march! The children regain their original places by reversing the operation.

### 123. (A) Facings:

Standing: Face  $90^{\circ}$ ,  $180^{\circ}$ .

- „ „ with hips firm.
- „ „ „ arm bend.
- „ „ „ arms stretching forward.
- „ „ „ arms stretching sideways.
- „ „ „ one (two, three) step(s) sideways.
- „ „ „ one (two, three) step(s) forward, backward.

All facings should be executed smartly and precisely, in two motions. Never allow children to shuffle round in a slack, slovenly manner.

**124. Standing: Face 90°.** Command: To the right (left)—face! (1) Pivoting on the right (left) heel, and supporting the body in balance with the toes of the left (right) foot, turn the whole body 90° to the right (left). (2) This done, bring the left (right) foot smartly up in line with the right (left), heels together, toes pointing outward, feet at right angles to each other. The head must be kept erect, and the arms close to the sides.

*Common faults:*

Eyes looking on floor.

Arms swinging away from sides.

Loss of balance.

**125. Standing: Face 180°.** Command: Right (left) about—face! As above, turning the whole body 180° to the right or left.

When practising these facings, class counting, it is useful to encourage the children to count *Two!* in a somewhat higher and sharper tone than *One!* This tends to put finish or polish to the movement: *e.g.* not *One! two!* but *One! Two!*

**126. Facings with Arm Movements.** When combining facings with arm movements of one motion, such as “Hips firm” or “Arms bend”, the combination should always be made at the second part of the facing. When combining with arm movements of two motions, such as “Arms forward—stretch!” the bending of the arms should occur at the first part and the stretching at the second part of the facing.

**127. Facings with Steps sideways, forward, or backward.** These are exercises requiring a good sense of

time for their execution, and in order to be effective, a slight pause should be made between the facing and the steps. When the exercise is performed, class counting, the counting for the facing and that for the steps should be made separately; *e.g.* To the right—face! and two steps, Forward—march! The class should count One! Two! (pause) One! two! three! Four! Such counting is conducive to good, prompt, and precise execution.

### 128. (B) Steps:

Standing: Step sideways 1, 2, 3 steps.

- „ „ forward or backward 1, 2, 3 steps.
- „ „ forward 1, 2, 3 steps with arms raising.
- „ „ sideways at the last step.
- „ „ forward 1, 2, 3 steps with arms bending upward at the last step.
- „ „ forward 1, 2, 3 steps with facing 90°, and arms bending upward at the last step.

The scholars should be taught to execute varying numbers of steps—sideways, forward, or backward—in a bold confident manner, without any hesitation. Unison and promptitude are essential in these movements, while the carriage of the head cannot receive too much attention.

**129. Standing: Step sideways 1 step, Class counting 1-3.** Command: Counting to three, one step to the left (right)—march! (1) The left (right) leg is raised sideways (the knee and ankle joints being extended) and placed a short step to the left. (2) The right (left) leg is brought close to the left (right), the whole body now standing on the toes. (3) The heels are quietly lowered to the ground. The exercise may first be taught each part separately, but should quickly proceed to a graceful continuous action in three motions. The children should count Three! softly. This will, acting by suggestion, tend to prevent the hard bumping of the heels on the floor.

When taking two or more steps sideways the heels

should be lowered at each step, the class counting 1! 2! 3!  
1! 2! 3! &c.

*N.B.* When stepping sideways the arms should remain steady by the sides.

**130. Stepping forward (backward) 1, 2, 3 steps, Class counting.** Command: Counting one (two or three) step(s) forward (backward)—march! The scholars, beginning (as always in marching) with the left foot, boldly and without hesitation, take the named number of steps and halt by bringing the rear foot up to the front one. Owing to the "Halt", the counting will always consist of one more than the number of steps named, *e.g.* for two steps forward the scholars will count 1! 2! 3! It is useful to emphasize the first and last motions by counting a little stronger on those relative numbers, *e.g.* when counting for three steps forward, *One!* two! three! *Four!*

When stepping backward the steps must be somewhat shorter.

**131.** Although free movement of the arms is correct when taking steps forward or backward, they should be perfectly still, and the whole body in a good "Standing" position at the "Halt". The combination of steps with facings or arm movements is carried out on the principles already described.

**132. (c) Feet closing and opening:**

Standing.....Feet closing and opening (class counting).

Hips firm standing..Feet closing and opening.

Yard standing..... ,, ,, with arms flinging.

Standing..... ,, ,, with arms bending upward.

The exercises of feet closing and opening (see Par. 45), used in conjunction with various arm movements, are especially useful as "Introductions", serving in the production of a good base, and thereby a good standing position.

In all cases the exercises should be executed rhythmically, care being taken that the scholars do not "sing" the numbers when counting.

133. "Feet closing and opening" is used at other places in the lesson, as a special corrective of the base, preparatory to the execution of those exercises in which base is of particular importance.

The above-mentioned exercises are so simple that their explanation is unnecessary.

## II. HEAD EXERCISES

134. *These consist of:*

Head bending backward from various arm positions.

Head bending backward combined with slow arm movements.

Head lifting backward (see Breathing Exercises).

Head turning from various arm positions.

*Object:* To strengthen the muscles of the neck.

To loosen and supple the joints of the neck.

To correct the position of head on trunk.

To promote the circulation through the brain.

(Head lifting.) To facilitate respiration.

135. The exercise of head bending backward demands the contraction of the posterior muscles of the neck, and necessitates a somewhat full range of movement of the joints of the neck in the backward direction. The correct practice of this exercise will cause the muscles, joints, and ligaments of the working parts to so adjust and accommodate their length and range of movement as to permanently secure a good position of the head on the trunk. This will make for general improvement in the carriage of the whole body.

136. The backward bending of the head should take place in all the joints of the neck as far as the seventh

vertebra, and if the chin is somewhat drawn in there is produced a stretching of the anterior muscles of the neck, which, owing to their attachments to the collar bone, breast bone, and upper ribs, causes a lifting of the upper part of chest.

137. The backward bending and raising of the neck causes the alternate elongation and shortening of the blood vessels to and from the brain. This is due to their peculiar attachment to the spine and walls of the muscles. In consequence of their activity, the neck muscles become more fully supplied with blood. This, coupled with the alternate elongation and shortening of the blood vessels, will hasten the circulation through the brain, vivifying its tissue and washing away the fatigue products caused by the previous mental lesson, and so conduce to greater mental activity.

138. Head bending exercises used in the programmes.

Standing.....	Head bending backward.
Hips firm standing ...	„ „ „
Bend standing.....	„ „ „
Yard standing.....	„ „ „
Standing.....	Head bending backward with arms raising sideways.
Bend standing.....	Head bending backward, arms stretching downward.
Standing.....	Head bending backward, arms turning outward.
Yard standing.....	Head bending backward, arms turning.
Reach standing.....	Head bending backward, arms parting.
Reach standing.....	Head bending backward, arms parting (palms up).

139. Head bending backward has already been described (see Movements), and may be executed from various

arm positions. When combined with arm movements, the latter should follow the rhythm of the head movement. Care must be taken that the shoulders are drawn downward in all cases.

140. The teacher can help in these exercises a great deal by commanding in an encouraging manner, especially emphasizing the command "Bend!".

**141. Head turning exercises.**

Standing ..... Head turning (slow or quick), 1-4.

Hips firm standing... ,, ,,

\*Bend standing..... Head turning, with alternate arm stretching sideways. Teacher counting 1-4 or 1-2.

\*Half hips firm, half } Head turning, with arms changing.  
yard standing..... } Teacher counting 1-2.

(The expression "Half" means that the named position is taken up by one limb only.)

142. **Head turnings** (see Movements). The head and neck should be kept erect. With young children there is often a tendency to bend the neck when turning the head.

143. **\*Bend standing: Head turning with alternate arm stretching sideways. Teacher counting 1-4.**

After the starting position is taken: (1) Turn the head to the left (right) and stretch the left (right) arm sideways. (2) Turn the head to the front, and bend the left (right) arm again. (3) and (4) Perform the exercise to the opposite side.

This exercise may also be executed by stretching the arm opposite to the side to which the head turning takes place.

144. **\*Half hips firm, half yard standing: Head turning with arms changing. Teacher counting 1-2.** The left hand takes "Hips firm" and the right arm is quickly raised sideways. (1) The left arm is stretched sideways,

the right hand takes "Hips firm", and the head is quickly turned to the left. (2) The arms change their relative positions, and the head is quickly turned to the right. The exercise is repeated two or three times. "Position!" as usual in one motion.

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## SECTION VI.—LEG EXERCISES

145.

*Types* { Quick.  
Slow.

*Aim*: Quick } To equalize the circulation.  
Slow }

Slow: To quieten or tend to quieten the heart beat.

*Employment—Quick*: At the beginning of the lesson. Any time during the lesson when other parts of the body have been much worked, particularly after strong trunk movements.

*Slow*: As for "quick", and also where the previous exercise has caused laboured breathing.

*Effects—Slow and Quick*: Draw blood from other parts of body, particularly the chest, to the leg muscles. Develop leg muscles. Corrective action on joints of legs and feet.

*Slow*: Decrease or tend to decrease heart beat. Ease respiration through circulatory influence.

*Limitations*: (1) Those at the beginning and end of lesson to be comparatively light. (2) Those used at other places in lesson should be strong enough to be in keeping with the general curve of strength at that part.

*Relations*: Many have a strong balance effect when first used.

Many have a close kinship to walking and jumping, and also prepare base for all exercises executed "in place".

**146.** Leg exercises are movements executed by the muscles of the legs and feet, principally those of the thigh and calf.

The "quick" types consist of feet closing, steps, foot placings in series, and lunging movements.

**147.** They should be executed with speed, although a distinct pause should be made after each movement. In many cases these movements are combined with arm movements.

The "slow" types consist of heels raisings and knee bendings from the various standing positions, and are usually confined to the movements of the legs. They should be executed in a slow measured tempo, one movement being immediately following by the next without pause.

**148.** All leg exercises, slow and quick, must be executed with regard to the joints used, so as to train them to full and complete range of action.

**149.** Employing large groups of muscle which require much blood for their activity, leg exercises deflect the circulation from internal organs, and have an equalizing distributing effect throughout a great part of the muscular system, thus preparing it for work. For this reason they are naturally given a place in the early part of the lesson.

**150.** Such movements as heels raisings and knee bendings cause an alternate expansion and contraction of the blood vessels of the lower extremities, acting as blood pumps, aiding the circulation towards the heart without hindering its action, but rather assisting it.

**151.** If these movements are executed in a slow tempo, they have also a calming effect upon the heart's action, which is probably of a reflex nature, taking place after

the movement. For this reason these movements may be employed as an immediate relief to those conditions of accelerated heart beat and respiration brought about by such exercises as running or jumping.

152. The leg exercises employed in the "closing" portion of the programme must naturally be of a light nature. In the programmes at the end of this book they have been so arranged that their employment as closing exercises is not called upon until they are fairly well known to the class, each closing exercise having been previously taught in some former lesson at an early part of the programme. This will remove the necessity for their practice beyond the number of times stated in the programme, which in the case of quick movements would nullify the effect for which they are chosen.

153. Exercises of walking, running, and jumping, although employing leg muscles, are not grouped as "leg exercises". They accelerate the heart beat, and consequently find another place in the lesson. Nevertheless there is a close relationship between them and leg exercises, for upon analysis they will be found to consist of such muscle and joint activities as are called for, and trained by the various leg exercises.

154. Those leg exercises which are executed from a reduced base (Close or Toe Standing positions) call for efforts to maintain the equilibrium, and are consequently closely allied to "Balance" exercises, and may be used as such during the early stages of training.

155. The various "foot placings" train and lay the foundation for changes in the base, by means of which progression is obtained in all those classes of exercises executed "in place", consequently the value of correct distance and direction can scarcely be overestimated.

156. For convenience of description the leg exercises

used in the following programmes are divided into three lists: I, Heels raisings; II, Knee bendings; III, Foot placings.

I. HEELS RAISINGS

157.

Hips firm	standing	} Heels raising. (See Movements of Legs.)
Bend	„	
Crown firm	„	
Stretch	„	
Hips firm close	„	
Bend close	„	
Crown firm close	„	
Bend stride	„	
Crown firm stride	„	
Bend walk outward	„	
Crown firm walk outward	„	

\*Cross bend walk forward standing...Heels raising with arms flinging.

\*Hips firm lunge outward ,, ...Heel raising.

158. A glance at the above list will indicate the various starting positions used for this movement. In all cases the good carriage of the body must be strictly maintained. When heels raising is executed as an exercise by itself, the rhythm is usually slow, the movement being performed quietly, but to the fullest extent of the joints.

*Common faults:*

Loss of balance due to bad position of the head.

The knees bent, ankles not sufficiently stretched.

The shoulders raised during the raising of the heels.

159. \*Cross bend walk forward standing: Heels raising with arms flinging. After the starting position is taken: (1) The heels are quickly raised as the arms fling to the "Yard" position. (2) The heels are quickly lowered as the forearms are brought to the "Cross bend"

position. The exercise is performed with the left and right foot alternately forward.

This exercise calls for strong efforts of balance on account of the comparatively narrow base in the lateral plane.

**160. \*Hips firm lunge outward standing: Heel raising.** After the starting position is taken: (1) The forward heel only is raised, and by so doing the knee is bent still more, so that the whole line of the body is lowered. The backward leg must be kept perfectly straight. (2) The heel is lowered, and the body again takes up the original "Lunge" position. The exercise is performed both to the left and right.

## II. KNEE BENDINGS

**161.**

Hips firm standing.....	} Heels raising and knees bending.
Bend        ,,       .....	
Crown firm ,,       .....	
Hips firm walk outward standing...	Heels raising and knees bending.
Hips firm stride toe standing.....	Single knee bending.
Stretch toe standing.....	Knees bending with arms parting.
Standing.....	Preparation for jumping.
,,       .....	Preparation for jumping, with facing 90°, 180°.
Hips firm spring standing.....	Head turning, 1-4.
Bend       ,,       ,,       .....	Arms stretching sideways and upward.
,,       ,,       ,,       .....	Arms stretching upward and sideways.

**162. Hips firm (Bend, Crown firm) standing: Heels raising and knees bending.** After the starting position is taken: (1) The heels are raised. (2) The knees are turned well out and bent to a right angle, the heels being kept

together. (3) The knees are slowly stretched to the fullest extent, the trunk being erect and the body in full balance. (4) The heels are slowly and quietly lowered. Position! as usual.

*Common faults:* See "Spring" positions, Par. 55.

**163. Hips firm walk outward standing: Heels raising and knees bending.** After the starting position is taken: (1) The heels are raised. (2) The knees well turned out, are bent slowly until a right angle is formed at the knee joint of the backward leg, meanwhile the weight of the body is transferred principally to the backward leg by a movement of the hips in a backward and outward direction. The trunk *must* be kept erect. (3) The knees are slowly stretched again, and the weight of the body carried forward until equally distributed upon both legs. (4) The heels are slowly and quietly lowered. The exercise is performed with the left and right foot alternately outward.

*Common faults:*

Backward knee not bent sufficiently outward.

Body turning to the side of the backward leg.

The trunk not kept erect.

**164. Hips firm stride toe standing: Single knee bending.** After the starting position is taken: (1) The heels are slowly raised. (2) The left (right) knee is bent slowly until a right angle is formed at the knee joint, meanwhile the right (left) leg is kept fully stretched. The trunk, which must be kept erect, makes a slight movement downward and to the left (right) until the pelvis is over the left (right) heel. (3) The left (right) knee is slowly stretched, the weight of the body being equally distributed upon both legs. (4) The heels are lowered. The exercise is next performed to the opposite side.

*Common faults:*

Loss of balance.

The body inclining to the side of the bending knee instead of being kept erect.

The trunk turning to one side.

**165. Stretch toe standing: Knees bending with arms parting.** After the starting position is taken: (1) The knees are slowly bent outwards to form a right angle, and the arms are lowered to the "Yard" position (palms up). (2) The knees are slowly stretched and the arms raised again to the "Stretch" position. Heels—lower! Arms downward—stretch! as usual.

*Common faults:* Loss of balance.

(See Knees bending, Arms parting movements.)

**166. Standing: Preparation for jumping.** This exercise is executed in a similar manner to heels raising and knees bending, but each separate part is performed quickly. The exercise is in four motions: (1) Heels raise, (2) Knees bend, (3) Knees stretch, (4) Heels lower, and may be combined with face  $90^\circ$  or  $180^\circ$ , in which case it consists of six motions, two extra for the facing. The whole exercise should follow the rhythm of the facing.

*Common faults:* Faults of balance and time.

(See also Par. 55.)

**167. Hips firm (Bend) spring standing: Head turning (Arm stretching).** After the starting position is taken (see Par. 55), head turning or arms stretching are carried out without altering the position of the body, which must be kept erect and in full balance.

III. FOOT PLACINGS

168. Standing: Feet closing and opening. (See Introductory Exercises.)

- |  |   |   |                |
|--|---|---|----------------|
| Hips firm standing ....  | } | Feet placing astride.                       | } See Par. 46- |
| Bend ,, ....   |   |   |                |
| Crown firm ,, ....   |   |   |                |
| Hips firm ,, ....  | } | Foot placing outward,<br>back outward, for- | } 51, 79.      |
| Bend ,, ....   |   |   |                |
| *Standing.....Foot placing outward with arms bending upward.                           |   |   |                |
| *Bend standing.....Foot placing outward with arms stretching sideways.                 |   |   |                |
| *Hips firm standing.....Foot placing outward with heels raising, 1-8.                  |   |   |                |
| *Standing.....Foot placing outward with heels and arms stretching upward and downward. |   |   |                |
| *Crown firm standing....Foot placing sideways with heels raising, 1-8.                 |   |   |                |
| *Hips firm ,, .....Lunging outward.  |   |   |                |

169. The various foot placings are very valuable exercises. They represent many of the activities used in everyday walking. They are also "foundation" movements, forming the bases for many leg and trunk exercises, and for this reason correct execution is particularly important.

Counting, by the scholars, is especially recommended during these exercises as a means of establishing unison and correct rhythm, which is so necessary when executing these movements in series. When combined with arm exercises the rhythm should be memorized by the scholars counting prior to the execution of the exercise. (See Arm Exercises.)

For the performance, effects, and faults of foot placings, see Starting Positions and Movements of the legs.

170. \*Standing: Foot placing outward with arms bending upward. (1) The left (right) foot is placed outward and the arms take up the "Bend" position. (2) The moved foot is brought to its original position and the arms stretched downward. (3) The right (left) foot is placed outward and the arms again take up the "Bend" position. (4) As for (2).

*Faults:* Usual faults of "Bend" position and "Walk outward" position.

171. \*Bend standing: Foot placing outwards with arms stretching sideways, 1-4. After the "Bend standing" position is taken: (1) The left (right) foot is placed outward and the arms are stretched sideways. (2) The moved foot is brought to its original position, and the arms take up the "Bend" position again. (3) As for (1), the opposite foot being placed outward. (4) As for (2). Position! as usual.

172. \*Hips firm standing: Foot placing outward with heels raising, 1-8. After "Hips firm" is taken: (1) The left (right) foot is placed outward. (2) Both heels are quickly raised. (3) The heels are quickly lowered. (4) The feet are placed together. (5), (6), (7), (8) as for (1), (2), (3), (4) with the opposite foot.

*Common faults:* Faults of rhythm.

The weight of the body not carried equally on both legs. (Children commonly tip forward, raising the backward heel much more than the forward heel.)

173. \*Standing: Foot placing outwards with heels raising and arms stretching upward and downward, 1-8. (1) The left (right) foot is placed outward and the arms take the "Bend" position. (2) The heels are quickly raised and the arms stretched upward. (3) The heels are quickly lowered, and the arms take up "Bend" position again. (4) The moved foot is brought back to its original

position and the arms stretched downward. (5), (6), (7), (8) as for (1), (2), (3), (4). The exercise being executed to the opposite side.

174. \*Crown firm standing: Foot placing sideways with heels raising, 1-8. After the starting position is taken: (1) The left (right) foot is placed 2 foot-lengths sideways. (2) Both heels are quickly raised. (3) The heels are quickly lowered. (4) The feet are placed together by bringing in the left (right) foot. (5), (6), (7), (8) as for (1), (2), (3), (4), the opposite foot being placed sideways.

175. \*Hips firm standing: Lunging outward. After "Hips firm" is taken: (1) The left foot is placed 3 foot-lengths outward, and the whole body takes up the "Lunge outward" position (see Par. 52). (2) The left foot is brought back again, the hands remaining at "Hips firm". (3) As for (1), lunging outward with the right foot. (4) As for (2). Position! as usual.

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## SECTION VII.—ARM EXERCISES

176.

- |               |   |  |
|---------------|---|--|
| <i>Types:</i> | { | Arm stretchings.   |
|               |   | Alternate arm stretchings.   |
|               |   | Arm flingings.   |
|               |   | Arm partings.  |
|               |   | Arm raisings.  |
| <i>Aim:</i>   | { | To elevate and widen the chest.  |
|               |   | To straighten the spine.   |
|               |   | To increase the suppleness and range of movement in elbow and shoulder joints. |
|               |   | To increase the mobility of the joints of the thorax.                          |
|               |   | To increase the tone and activity of the breathing muscles.                    |

*Effects:* All arm movements act upon the chest.

*Arm stretchings.* Develop muscles of respiration.

Develop muscles of spine and scapula.

Increase mobility of thorax.

Deepen and widen the chest.

*Alternate arm stretchings.* As for above, but more powerful in their effects. Call for greater cerebration.

*Arm flingings* } Have effects similar to preceding,  
 „ *partings* } but act principally upon  
 „ *turnings* } the neck, spinal, and scapulo-  
 „ *raisings* } spinal muscles.

All arm exercises executed quickly draw blood to thorax.

Arm flingings, partings, turnings, raisings executed slowly have a blood-relieving effect upon the organs of the chest.

177. The exercises of this group are very important on account of their beneficial effect upon the chest. Their execution demands the activity of all the muscles of the thorax, which not only cause movements of the arms, but also that rhythmic expansion and contraction of the chest walls in which the breathing act consists.

178. Through the constant employment of these exercises, the joints of the bony framework of the thorax are kept free and supple, and the mobility of the whole chest is increased. This coupled with the livelier tone of the breathing muscles will make for greater "vital capacity" of the lungs.

179. Arm exercises call for the activity of (1) those muscles connecting the arms to the chest in front, (2) muscles connecting the arms to the shoulder blades behind, (3) those connecting the shoulder blades to the

spine, and, according to the type of movement, so one or other of these muscular groups is called into greater activity; hence it is necessary that, during the training, selections be made from the various types in order to develop the thorax as a whole. These selections will depend upon the other exercises forming the lesson, and upon the nature of the effect required.

180. The rhythm of arm exercises is of two kinds, *slow* and *quick*. If the quick exercises are performed with vigour, the blood is drawn into the chest. This is partly due to the accelerated respiration brought about by the expansion of the chest walls. The circulation of the blood in the lungs becomes more energetic, resulting in more complete oxygenation, which is so essential to healthy growth. On the other hand, certain arm movements if executed slowly, have a blood-relieving effect upon the organs of the chest and its outer walls; this is partly due to the extension of the axillary blood vessels. Such movements naturally find a place in the closing portion of the programme, in order to tone down the class after running and jumping, which accelerate the circulation.

181. Both forms of arm exercises (quick and slow) must be executed with regard to the muscle and joint activities employed, and their performance should be as correct as the physique of the scholars will allow.

182. The various arm exercises should be taught slowly at first in order to obtain correct action; on no account should the exercises be performed quickly until this good form is developed.

183. Counting by the scholars should not be allowed during these exercises, because of the increased respiration due to their execution, but the time and rhythm may be suggested by the teacher counting, or by the scholars counting prior to the performance.

As in the case of quick leg exercises, there should be a distinct pause after each movement in order to develop its effect, whilst the movement itself should be made with utmost velocity.

184. Arm movements admit of various combinations with movements of their own type, and also with certain leg movements. If these combinations be executed rhythmically the memory and will power is trained, and the power of co-ordination of movement is well developed. This is no small educational advantage, and leads to better application of mind to other subjects of the school curriculum.

185. Certain arm movements may be executed alternately; that is, instead of both arms moving in the same direction they are simultaneously moved in different directions, and then made to alternate with each other. The physical effects of these alternate arm movements in different directions is more powerful than when both arms are moved in the same direction. They also require keener and a higher degree of cerebration, for the movements of the arms being dissimilar, the nervous impulses necessary for their control must also differ. This demands different activity from each side of the brain at the same time. It may be argued that such activity is confined to the motor areas of the brain, but it must be remembered that in order to obtain the true concept of the movement other areas are called into activity. It cannot, of course, be said that such twin activities of the brain are not called for in purely mental work, but it is known as an absolute fact that one side of the brain is used when the opposite limb is put into voluntary motion, and then there is concrete proof of what is going on in the mind, whereas in purely mental work it is not so. As the majority of cerebral centres are capable of many activities, it is probable that the qualities developed for movement will also be present for the appre-

hension of ideas, and so the person who has acquired a high degree of ambidexterity for movement will probably possess it for thinking as well; and it is the personal experiences of the authors, from their observations on a large number of men, that this increase of thought and concentration is particularly marked, especially at the beginning of the training before the movements have become familiar. It is inadvisable to use simultaneous alternate arm movements for young children. Their correct execution requires so much concentration, and the inhibition of impulses foreign to the pure movement, as to be a tax upon the childish and immature mental growth.

**186. Arms Stretchings.** Arm stretchings in different directions all occur from a previous arm bending upward (see "Bend" position of arms, Par. 37). They act powerfully on the flexors and extensors of the arms and the muscles of the chest. The shoulder, spinal, and neck muscles are also well employed in order to maintain the good carriage of the thorax. Moreover, these exercises increase the suppleness of the shoulder and elbow joints, and tend to widen the framework of the chest. Arms stretching sideways expands the chest in its upper part, arms stretching upward widens the chest, especially in its lower and middle parts, and through the intimate muscular connection tends to straighten the lower part of the spine. If whilst the arms are stretched backward the head is kept erect, and the shoulders down, there arises a lifting of the upper ribs through the stretching of the muscles attached to them. Altogether arm stretchings have a powerful influence on respiration and circulation, consequently their continued execution in any one direction should never exceed three or four times for school children, and should only be combined in all directions for that number of times in the higher standards after some training.

**187. Arms Flinging.** Owing to the bad habits of sitting

and standing, the muscles from the chest to the arms often become short and tight, whilst those connecting the shoulder blades to the spine lengthen and become weak. The object of these "Arm flingings" is to stretch the contracted muscles and to strengthen and shorten the scapulo-spinal muscles. Here again the correct execution of the movement is all-important: on no account should the elbows be allowed to come forward after the commencing position is taken. This keeping of the elbows back, level with but behind the shoulders, demands the static contraction of the scapulo-spinal muscles, gradually strengthening and shortening them, leading to a better position of shoulder blades and a more erect condition of the spine.

Performed slowly, "Arms flinging" have a blood-relieving effect upon the chest, which is accompanied by a slight vaulting of the upper ribs. For this reason they are often used as closing exercises, immediately preceding the respiratory exercises.

**188. Arms Parting.** This exercise is usually executed from the "Reach" position, and its effects are similar to those of "Arms flinging" but more powerful. Executed quickly and with vigour, "Arms parting" becomes a very strong shoulder and chest exercise, especially if combined with "Arms turning" (see below). Used slowly, it forms an excellent exercise preparatory to or in conjunction with respiratory exercises.

Arms parting may also be executed from the "Stretch" position, the arms being lowered to the "Yard" position and returned. In this case the effects will be similar to those of "Arms raising" (see below).

**189. Arms Turning.** This exercise may be executed from the "Standing" or "Yard standing" positions. The arms are rotated outward around their long axis, the rotary movement taking place as much as possible at the shoulder joint. If the arms and shoulders are kept well

back, this outward rotation causes a stretching of the large muscles in front of the chest owing to their tendinous insertion becoming wound around the bone of the upper arm. This stretching of the chest muscles causes an expansion of the thorax, especially in its upper diameters. Besides strengthening the shoulder joints, "Arms turning" has a specific blood-relieving effect upon the thorax, and consequently is often given a place in the closing portion of the programme.

**190. Arms Raisings.** These exercises are executed without any bending at the elbow joints, the fingers and arms being fully stretched.

The "Yard" and "Reach" are usually the starting positions for the quick exercises of this type. The raising of the arms from these positions demands a strong contraction of the shoulder and scapulo-spinal muscles. This causes a pulling back of the shoulder blades and a straightening of the spine, especially in its upper part. As the arms are raised upward, the large muscles passing from the arms to the chest in front, those passing from the shoulder blades to the lower sides of the chest, and those passing from the arms to the lower parts of the spine behind, are all put on a stretch, consequently there arises a widening and a lifting of the thorax, especially in its lower and middle parts, which is accompanied by a tendency to straighten up the lower part of the spine.

Every effort on the part of the teacher must be made to encourage the scholars to "stretch up", in order that the working muscles shall all co-operate (either by their contraction or extension) in producing the desired effect.

Slow arm raisings are usually placed in the closing portion of the programme on account of their circulatory effects, and are often combined with respiratory exercises. On the other hand, they serve as preparatives to the "quick" exercises of this group, being so useful in educating the "gymnastic sense" for correct movement.

191. The following is a list of various combinations of arms stretchings used in the programmes. Every bending and stretching should be fully achieved, and whilst the movements should be as rapid as possible, a distinct pause should be made after each, in order to gain correct execution and prevent slovenly automatic action. In those cases in which the final movement of the combination does not leave the class in the "Standing" position the command "Position!" or "Arms downward—stretch!" is necessary.

### I. ARM STRETCHINGS

192.

- \*Bend standing...Arms stretching downward.
- \* „ „ „ „ sideways.
- \*Standing..... „ „ sideways and downward.
- \* „ „ „ „ forward and sideways.
- „ „ „ „ forward and upward.
- „ „ „ „ forward, sideways, and downward.
- „ .....Arms stretching forward, sideways, and upward.
- „ .....Arms stretching forward and sideways (twice each direction).
- „ .....Arms stretching sideways and upward (twice each direction).
- „ .....Arms stretching forward, downward, sideways, downward.
- „ .....Arms stretching sideways, downward, upward, downward.
- „ .....Arms stretching sideways, downward, sideways, upward.
- „ .....Arms stretching forward, sideways, upward, downward.
- „ .....Arms stretching forward, downward, upward, downward.
- „ .....Arms stretching forward, sideways, upward (twice each direction).

- Standing.....Arms stretching forward, sideways, upward, downward (twice each direction).  
 „ .....Arms stretching backward, sideways, upward, downward.  
 „ .....Arms stretching forward, backward, sideways, upward, downward.

## IA. ALTERNATE ARM STRETCHINGS

193.

\*Half yard half reach standing...Arms changing by bending.

\*Half stretch half yard standing.. „ „ „ „

\*Half stretch half yard standing.. „ „ „ swinging.

194. \*Bend standing: Arms stretching downward.

After the starting position (Bend standing) is taken: (1) The arms are quickly and forcibly stretched downward to the sides. (2) The arms are quickly bent again. These movements are repeated according to the number of times indicated in the programmes. Position! as usual.

*Common faults:*

See "Bend" position, Par. 37.

Shoulders hunched up.

Head pushed or allowed to fall forward.

Hands and arms not fully stretched.

195. \*Bend standing: Arms stretching sideways. After the starting position: (1) The arms are quickly stretched horizontally sideways to the "Yard" position. (2) The arms are quickly bent again. (3) As for (1). (4) As for (2). After the exercise has been executed according to the number of times indicated, command—Position!

*Common faults:* (see above).

196. \*Standing: Arms stretching sideways and downward. (1) The arms quickly take up the "Bend" position. (2) The arms are quickly stretched sideways. (3) As for (1). (4) The arms are quickly stretched downward to the sides.

Repeat these four movements according to the number of times indicated in the programmes.

**197. \*Standing: Arms stretching forward and sideways.** (1) The arms quickly take up the "Bend" position. (2) The arms are quickly stretched forward to the "Reach" position (see Par. 42). (3) As for (1). (4) The arms are quickly stretched sideways. Repeat these movements according to the number of times indicated in the programmes, then command—Position!

From the above explanations it is easy to understand the performance of any combination of "Arms stretchings".

**198. \*Half yard half reach standing: Arms changing by bending.** After the starting position is taken: (1) The arms take up the "Bend" position. (2) The arms are stretched in the reverse direction (*i.e.* left arm upward and the right arm sideways), thus changing and taking up a similar position to that formerly taken by the opposite arm. (3) As for (1). (4) As for (2), &c. Arms downward—stretch! The arms first bend, and are then stretched downward.

*Common faults:*

Arms not fully stretched.

Hands turned in wrong direction.

Head moving forward.

**199. \*Half stretch half yard standing: Arms changing by bending.** After the starting position is taken: (1) The arms take up the "Bend" position. (2) The arms are stretched in the reverse direction, taking up a similar position to that formerly taken by the opposite arm. (3) As for (1). (4) As for (2), &c. Arms downward—stretch! (see above).

*Common faults*, in addition to those mentioned in previous exercise:

The head is often bent over to the side of the upstretched arm.

**200. \*Half stretch half yard standing: Arms changing by swinging.** After the starting position is taken: (1) The arms are brought to the "Reach" position, and the movement continued without any bending at the elbow joint until the "Half stretch half yard" position is arrived at the opposite side of the body. (2) The movement is reversed, &c. Arms downward—stretch! (see above).

II. ARM MOVEMENTS, OTHER THAN STRETCHINGS,  
USED IN THE PROGRAMMES

**201.**

- Cross bend standing...Arms flinging.
- Reach ,, ...Arms parting.
- Stretch ,, ... ,, ,,
- Standing.....Arms turning outward.
- Yard standing..... ,, ,,
- Standing.....Arms raising sideways.
- Standing..... ,, ,, forward.
- Reach standing... ,, ,, upward.
- Yard (palms up) ,, ... ,, ,, ,,
- Standing.....Arms circling.

**202. Cross bend standing: Arms flinging.** After the starting position is taken: (1) The arms are quickly and forcibly extended sideways without raising the shoulders. (2) The arms take up the "Cross bend" position again, care being taken that the elbows do not come forward. (3) As for (1). (4) As for (2), &c. Position! arms stretched fully downward to the sides.

*Common faults:*

- Elbows raised.
- Elbows allowed to come forward as the arms bend.
- Arms carried too far backward and lowered, causing the head to come forward with the shoulders hunched.
- The trunk not kept still.

*N.B.* "Arms flinging" is always executed so that the arms move in a horizontal plane no matter in what position the trunk may be.

**203. Reach standing: Arms parting.** After the starting position is taken: (1) The arms being kept straight are carried horizontally backward to the "Yard" position (the palms being turned up if indicated in the programme). (2) The arms return to the "Reach" position. (3) As for (1). (4) As for (2), &c. Position! The arms are quickly lowered to the sides.

*Common faults:*

Arms not fully stretched.

Arms not working in line with the shoulders.

Shoulders hunched up and head moving forward.

**204. Stretch standing: Arms parting.** After the starting position is taken: (1) The arms are lowered to the "Yard" position, the palms of the hands being kept upward. (2) The arms fully stretched are raised to the "Stretch" position. (3) As for (1). (4) As for (2), &c. Position! or Arms downward — stretch! or as already described.

*Common faults:*

Shoulders hunched up as the arms are lowered.

Arms moving forward as they are raised.

Arms not fully stretched.

Head bending forward.

Waist bending forward.

Knees slightly bending.

**205. Standing: Arms turning outward.** (1) The arms fully stretched downward are rotated outward and carried somewhat backward (see "Speech" position, Par. 38). The shoulders must be kept well down, the arms working as close to the sides as possible. (2) The arms are brought close to the sides.

*Common faults:*

Shoulders raised.

Arms not carried backward.

Arms lifting too much during the movement.

Head poking forward.

**206. Yard standing: Arms turning.** After the starting position is taken the exercise is similar to the preceding.

**207. Standing: Arms raising sideways.** (1) The arms are raised to the "Yard" position (palms down). (2) The arms are lowered to the sides.

**208. Standing: Arms raising forward.** (1) The arms are raised to the "Reach" position. (2) The arms are lowered to the sides.

**209. Reach standing: Arms raising upward.** After the starting position is taken: (1) The arms fully stretched are raised upward to the "Stretch" position. The body must not lean backward, but the arms should be carried backward as far as possible. (2) The arms are lowered to the "Reach" position. (3) As for (1). (4) As for (2), &c. Position! as usual.

*Common faults:*

Arms not fully stretched or carried far enough back during the raising.

Waist and head pushing forward.

Weight of body on heels.

**210. Yard standing (palms up): Arms raising upward.** After the starting position is taken: (1) The arms fully stretched are raised upward to the "Stretch" position. (2) The arms are lowered to the "Yard" position (palms up). (3) As for (1). (4) As for (2). Position! as usual.

*Common faults:* (see exercise next above).

**211. Standing: Arms circling.** (1) The arms are raised forward and upward to the "Stretch" position. (2) The

arms are lowered sideways and downward. This exercise is used in conjunction with breathing exercises, and is usually of a slow nature.

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## SECTION VIII.—TRUNK EXERCISES

212. The exercises of this group are far-reaching, having most important physiological and structural effects. Involving the activity of large groups of muscle which in many cases is of a static nature, they are fairly strong in their demands upon the young and growing organism. *Every attention on part of the teacher is especially required in order to encourage the scholars to breathe freely.*

Being comparatively hard to teach, and depending so much upon correct performance for their effects, the progression of trunk exercises must be slow, and for this reason many of them are repeated in later programmes.

For elementary school purposes, trunk exercises may be conveniently arranged into three groups—spinal, abdominal, and lateral—according to the most pronounced muscular activities required for their execution.

### I. SPINAL EXERCISES

#### 213. *Objects:*

- To strengthen the muscles of the spine.
- To produce a good position of the spine.
- To increase the mobility of the thorax.
- To increase the possibility of greater "vital capacity" of the lungs.

#### *Types:*

- Trunk bending backward.
- Trunk bending forward.
- Trunk bending downward.

Exercises of head and arms in "Arch" and "Stoop" positions.

*Effects:*

Trunk bending backward—

- Spine straightened, especially upper part.
- Muscles of spine strengthened and shortened.
- Ribs drawn apart.
- Increased range of joints of thorax.
- Muscles of expiration stretched.
- Blood drawn to chest and abdomen.

Trunk bending forward—

- Muscles of spine strengthened.
- Spine straightened.
- Ribs lifted.
- Blood drawn to chest.
- Blood drawn from abdomen through stretching of blood vessels of legs.

Trunk bending downward—

- Blood drawn from chest.
- Spinal congestion relieved.
- Spinal muscles stretched. (Spinal muscles strongly contracted when raising from the downward position.)
- Strong abdominal pressure.
- Chest in strong expiratory position.

Exercises in Arch and Stoop positions—

- Emphasize the effects of these positions with special effects of arm or head movements.

**214. Spinal exercises** are especially adapted to counteract that bent and sunken condition of the trunk which is often the result of prolonged desk work. However well the teacher may encourage the class to "sit up straight"

whilst seated at their desks, it is impossible to prevent bad positions, many of which are unavoidably associated with the activities (and inactivities) demanded by close application to mental work. Through prolonged sitting the erector muscles of the spine and the scapulo-spinal muscles become tired and relax; this is accompanied by a drooping forward of the spine and shoulders, causing the chest to become sunken. These conditions prevent the free and full functioning of the chest and abdominal organs, which are sure to suffer from continual pressure and enforced inactivity.

**215.** Such exercises as trunk bending backward and forward (see "Arch" and "Stoop" positions) demand the contraction of the whole of the spinal and scapulo-spinal muscles, and by their correct practice the mobility of the spine and thorax is greatly increased; they therefore cooperate with the "Arm" exercises in developing the breathing powers.

For effect and performance of trunk bending backward and forward, see "Arch" and "Stoop" positions (Par. 58, 59).

**216.** The strong contraction of the spinal and shoulder muscles in trunk bending backward causes a strong pressure upon the nerves and blood vessels of these parts and may cause backache. To prevent this the exercise is always followed by such movements as trunk bending downward or the taking of the "Squat" position, which stretch the spinal muscles again, and consequently have a relieving effect upon them. In such cases where trunk bending backward and forward both occur in the same lesson the bending forward is always executed after the bending backward.

**217.** Trunk bending downward arises from the "Stoop" position by bending downward until the head is below the level of the hips. The movement is performed by the

contraction of the abdominal muscles, and the thorax is brought to a strong expiratory position. When combined with trunk bending backward, which is a strong inspiratory position, there is obtained the greatest amount of mobility of the thorax, using the full range of the respiratory muscles, joints, and ligaments.

In raising the trunk again (after a previous downward bending) care must be taken that the movement is commenced at the neck spine by raising the head first and reaching well forward, so that the whole spine is arched during the raising.

If the knees are kept straight during the movement, the back muscles of the legs and haunch become stretched, and the circulation of the blood through their vessels is facilitated. This is a useful influence reacting upon the general circulation and relieving thoracic congestion, which may be caused by a previous backward bending of the trunk.

**218.** The following is a list of spinal exercises used in the programmes. For manner of performance reference should be made to "Starting Positions" and "Movements".

**219. (A) Exercises of Trunk Bending Backward.**

Hips firm standing	}	Chest raising and head bending backward. (Exercise in four motions.)
Bend ,,		
Hips firm standing	}	Chest raising with head bending backward. (Exercise in two motions.)
Hips firm (stride)		
Bend ,,		
Hips firm kneeling	}	Chest raising and head lifting backward. (Exercise in four motions.)
Bend standing		
Bend kneeling	}	Chest raising with head lifting backward (High Arch). (Exercise in two motions.)
Bend stride standing		
Cross bend stride ,,		
Bend close ,,		
Cross bend close ,,		
Hips firm kneeling		
Bend ,,		

Yard	standing	} Trunk bending backward (Low Arch).
Bend stride	„	
Cross bend stride	„	
Bend close	„	
Cross bend close	„	
Cross bend (stride) high arch standing: Arms flinging.		
Hips firm low arch standing: Arms changing to "Bend".		
Cross bend (stride) low arch standing: Arms flinging.		
Yard low arch standing: Arms turning.		
Bend	„	Arms stretching upward.
Cross bend low arch kneeling: Arms flinging.		

## 220. (B) Exercises of Trunk Bending Forward.

Hips firm standing: Chest raising and trunk bending forward.

„ „ „ with „ „

„ „ Trunk bending forward.

Bend „ „ „

Hips firm	stoop standing	} Head turning.
„ stride	„ „	
Bend	„ „	} Arms changing to Bend.
Cross bend	stoop standing	
„ stride	„ „	} Arms flinging.
„ close	„ „	
Bend stride	stoop standing	} Arms stretching sideways.
„ close	„ „	
Bend stoop standing: Arms stretching upward.		
Yard „ „ Arms turning.		
Reach „ „ Arms parting with arms turning.		

## 221. (C) Exercises of Trunk Bending Downward.

Hips firm stride stoop standing: Trunk bending downward.

Hips firm standing: Trunk bending forward and downward

## II. ABDOMINAL EXERCISES

### 222. *Objects:*

To strengthen the abdominal muscles.

Ensure correct position of lower part of spine.

Improved digestion.

*Types:*

Leg movements calling into play the abdominal muscles. Kneeling, Squat, and Prone falling positions.

Exercises in the Kneeling, Squat, or Prone falling position.

*Effects:*

Vertical abdominal muscles shortened.

Lower part of spine strengthened.

Improved digestion.

Peristalsis increased.

**223. Abdominal exercises** are movements involving the activity of those musculo-tendinous slips extending from the lower front part of chest to the front of the pelvis, and also those muscles passing from the lower part of the spine and crest of hip bones, to the thigh bone (close to hip joint).

**224.** Through the intermittent contraction and relaxation of these muscles more blood is brought to the abdominal organs, and the mechanical pressure set up by the execution of these exercises favours the secretion and discharge of the digestive juices, helps the absorption of digestive products, and also helps the peristaltic action of the intestines. These exercises are therefore truly nutritive.

**225.** Owing to their attachments to chest and pelvis the contraction of the abdominal muscles will cause a lifting forward of the lower part of pelvis, and a straightening of the spine at the loins; and the constant and correct practice of these exercises will tend to counteract undue forward curvature at this part. Such curvature, if too pronounced, indicates a badly balanced body with the weight thrown back upon the heels, and is often the first cause of many internal displacements.

*Good position of the thorax is of utmost importance in all*

*exercises of this group*, in order to prevent excessive intra-abdominal pressure, and for this reason the movements should be well within the capabilities of the class.

226. The exercises for children must be of a very elementary nature, for even in those movements where the starting position ensures good position of the thorax, the breast bone may be depressed by the tension of the abdominal muscles, owing to the yielding of the costal cartilages, which are very supple in young children. Fortunately children are not so much in need of abdominal exercises as adults, and many of the physiological effects of this class of exercises may be provided for by other forms of movement.

227. "Elementary school" conditions prevent the use of many important types of these exercises. Such positions as backward lying, sitting, &c., with leg and other movements executed from them, although very valuable from a training point of view, are not practicable on account of mixed classes (two sexes in one class) and the comparative dustiness of the floor (in many cases the playground being the only available exercising space), nevertheless abdominal exercises have certain postural effects which are essential to growing school children.

The "Kneeling", "Squat", and "Prone falling" positions, with various movements in each, are quite practicable in most elementary schools, and can be given with advantage. They are as a rule greatly enjoyed by the scholars. (For the effects of Kneeling, Squat, and Prone falling position see Par. 33, 61, 62.)

228. Such movements as knee raisings, executed slowly, or in walking and running tempo, though not strictly belonging to this class of exercises, form excellent substitutes.

**229. Abdominal Exercises used in the Programmes.**

- Squat position.....Head turnings.
- \* ,, ,, .....Alternate leg stretching backward.
- \* ,, ,, .....Both legs stretching backward to prone falling position.
- Prone falling.....Head turnings.
- \* ,, ,, .....Arms bending.
- \*Bend kneeling.....Trunk falling backward.
- \*Bend fall kneeling.....Head turnings.
- \*Hips firm walk forward standing }
  - Bend ,, ,, ,, } Trunk falling backward
  - Cross bend ,, ,, ,, } with backward knee
  - Yard ,, ,, ,, } bending.
  - Crown firm ,, ,, ,, }
- Hips firm walk forward fall standing: Head turnings.
- ,, ,, ,, ,, Arms changing to Bend.
- Bend ,, ,, ,, Arms stretching sideways.
- Cross bend ,, ,, ,, Arms flinging.

**230. \*Squat position: Alternate leg stretching backward.** After the starting position is taken: (1) The left leg is stretched backward as far as possible. Hip, knee, and ankle joints to be fully extended. (2) The left leg is brought forward to the "Squat" position. (3) and (4) As for (1) and (2) with the right leg.

*Common faults:* (See Squat position, Par. 61).

Backward leg and body not in one straight line.

Hip, knee, and ankle joints of backward leg not fully stretched.

**231. \*Squat position: Both legs stretching backward.** After Squat position is taken: (1) Both legs are simultaneously stretched backward, the whole body taking up the prone falling position (see Par. 62). (2) The legs are brought forward to the Squat position.

*Common faults:* (See "Squat" and "Prone falling" positions, Par. 61, 62).

**232. \*Prone falling: Arms bending.** After the starting position is taken: (1) The arms are slowly bent with the elbows directed sideways, so that the upper arms form a straight line across the back. (2) The arms are slowly stretched again. The whole body must be kept straight from head to heels and the shoulder blades drawn downward and backward.

*Common faults:* See "Prone falling" position.

Elbows closing towards the sides, causing the shoulders to become hunched up.

**233. \*Bend kneeling: Trunk falling backward.** After the starting position is taken: (1) The body is slowly inclined backward by bending at the knee joints. The carriage of the head, chest, and arms should remain unchanged. During the falling backward no flexion should take place at the hip joint. (2) The body is slowly raised again.

*Common faults:*

Bending at the hip joint.

Head and shoulders forward.

The back arching instead of remaining straight.

Breathing restrained.

*N.B.* The falling should be carried to 45° only, and the exercise should not be of too long duration.

**234. \*Bend fall kneeling: Head turning.** The starting position arises from a falling backward in the "Bend kneeling" position. After which the head turning is carried out.

*Common faults:* (See above).

**235. \*Hips firm walk forward standing: Trunk falling backward with backward knee bending.** After the starting position is taken: (1) The backward knee is slowly

bent outward, and at the same time the body is inclined backward without any appreciable bending of the spine. The front leg, trunk, and neck should form a straight oblique line. (2) The body is slowly raised to its original position by straightening the backward knee. The exercise is executed with the left and right foot alternately forward.

Various exercises may be executed in the "Walk forward fall" position, during which the starting position must be strictly maintained.

### III. LATERAL TRUNK EXERCISES

**236.** These exercises consist of sidebendings and rotations of the trunk, and are of great value, counteracting those tendencies towards lateral curvature of the spine which often arise from bad habitual positions of the school child.

**237.** The positions taken when writing and at other occupations at desks usually favour such curvature, and as this is of daily occurrence the curvature tends to become permanent. Such bad positions, accompanied by loss of muscular tone in the spinal muscles through their enforced inactivity, often lay the foundation of really serious cases in after life.

**238.** During the school age bone growth is often inconstant, and it is by no means an uncommon occurrence for the leg bones to grow at different rates, although they may ultimately grow to equal length. Many of the lateral curvatures of the spine formed during these ages may be traced to this inequality in the length of the legs, which is often unnoticed even by parents. The simple but judicious thickening of the sole and heel of the boot of the shorter leg will often prevent or remedy such deformity, provided the spine is kept supple and the tone of the spinal muscles and nerves evenly balanced.

239. By bending and twisting the trunk to one side the spine is exercised in its mobility in the side plane and along its long axis, and if the movements are executed with *equal power and an equal number of times to each side*, there is quickly developed that muscular tone and joint mobility which is the best preventative of those posture tendencies toward permanent lateral curvature.

#### (A) SIDEWAYS BENDING

##### 240. *Objects:*

Develop lateral (oblique and transverse) abdominal muscles.

Develop spinal muscles.

To maintain the mobility of spine in the side plane.

##### *Effects:*

Widen chest.

Develop lateral muscles of trunk.

Tend to correct and prevent permanent lateral curvature of the spine.

Increase circulation in large vein trunks.

Increase activity of liver.

Improve digestion.

241. In side bendings the trunk should be *arched* to the side, not merely inclined with a straight spine, and to obtain this to the highest degree the scholars must be taught to "stretch up" simultaneously with the bending to one side. When the body is arched sideways the ribs will, owing to their attachment to the spine and to their muscular connection with the hips, become lifted and spread apart. This causes a strong expansion of the thorax on the upper side of the arch.

242. Side bendings of the trunk greatly influence the circulation in consequence of the alternate application and removal of pressure, and of the alternate elongation and shortening of many of the abdominal blood vessels. For

the same reason the flow in the inferior vena cava will be hastened, as this structure lies against the spine, and closely follows all its movements. The stomach and liver, from their position in the abdomen, are especially benefited by the practice of these exercises, so that the secretion and flow of gastric juice and bile occurs in larger quantities, thus aiding digestion.

243. The progression of side bendings is made by gradually fixing the hips vertically, so that the movement becomes confined to the spine. This is accomplished by making certain changes in the base.

#### 244. Exercises of Trunk Bending Sideways.

Hips firm kneeling	}	Chest raising and trunk bending sideways.
„ „ standing		
„ „ close standing		
„ „ kneeling	}	Trunk bending side- ways.
„ „ close standing		
„ „ stride standing		
„ „ walk forward standing		
„ „ walk outward turn standing		
Crown firm close standing	}	Trunk bending side- ways.
„ „ stride standing		
„ „ walk forward standing		
Yard kneeling	}	Trunk bending sideways.
„ close standing		
„ stride standing		

245. For the execution of the above exercises see “Starting positions” and “Combination of movements” (Sections II and III).

#### *Common faults:*

Trunk falling over instead of arching to the side.

Base altered during the bending (knees bent, feet turned out of position, &c.).

Hips turned.

The heel on the opposite side to the bending raised from the ground.

## (B) SIDEWAYS TURNING

**246. *Objects:***

Develop oblique and transverse abdominal muscles.

Develop rotators of spine and legs.

Increase mobility of spine along its long axis.

***Effects:***

Widen chest.

Straighten spine.

Tend to correct and prevent permanent lateral curvature.

Increase mobility of chest.

Improve digestion.

Increase circulation in large vein trunks.

**247.** In trunk turning exercises the twisting of the spine occurs principally in the middle part, there being practically no rotation in the loin spine. This rotation is caused by the contraction of the oblique and transverse abdominal muscles and the rotators of the spine, assisted by the rotators of the thighs. This turning of the trunk causes a strong pressure upon the abdominal organs, helping the circulation of blood through them. At the same time, owing to the muscular attachment of the ribs to the pelvis, the chest on the side toward which the turning takes place becomes expanded. This expansion of the chest favours the flow of blood towards the heart.

**248.** The twisting of the spine in trunk turnings causes it to straighten, and if these movements are constantly and correctly practised during the school ages the vertebræ of the spine and the intervertebral discs of cartilage will adapt and modify their shape so that this effect will become permanent. Owing to the range of rotation of the spine being very small in the untrained, the commencing positions of the elementary exercises of this group allow the hips to rotate with the spine; but the aim being to confine the movement to the spine alone, progression is made

whereby the rotators of the thigh are gradually isolated from the movement. This is accomplished by changing the starting position in such a manner as to lock the hips. Progression is also made by introducing movements of the head, arms, or trunk whilst in the "Turn position" so as to increase the static activity of the rotating muscles. (For performance effects and faults see "Turn position", starting positions.)

**249. Exercises of Trunk Turning**

Hips firm kneeling  
 Hips firm standing  
 Hips firm close standing

} Chest raising and trunk turning.

Hips firm  
 Bend  
 Crown firm  
 Yard

{ Kneeling  
 Standing  
 Close standing  
 Stride standing  
 Walk outward standing }

} Trunk turning.

Cross bend

{ Turn kneeling  
 Turn standing  
 Close turn standing  
 Stride turn standing }

} Arms flinging.

Bend

{ Turn kneeling  
 Turn standing  
 Close turn standing  
 Stride turn standing }

} Arms stretchings in various directions.

Hips firm

{ Turn kneeling  
 Turn standing  
 Close turn standing  
 Stride turn standing }

} Arms changing to "Bend".

Yard

{ Turn kneeling  
 Turn standing  
 Close turn standing  
 Stride turn standing }

} Arms flinging.  
 Arms raising upward.

Stretch

{ Turn kneeling  
 Turn standing  
 Close turn standing  
 Stride turn standing }

} Arms parting.

## SECTION IX.—BALANCE EXERCISES

**250. Object:**

To improve general bodily carriage.

**Types:**

Movements causing a diminished base.

Movements executed in the "Toe standing" and "Half standing" positions.

**Effects:**

Develop muscular control and co-ordination.

Develop extensor muscles of body.

Prepare and train the body in co-ordination for walking, running, jumping.

Physiologic effect similar to "Leg exercises".

**251.** There is a close relationship between leg exercises and balance exercises. All the movements classified under "Leg exercises" call for strong efforts of balance, and may be used as balance exercises during the earlier stages of training; but the exercises of this group are movements causing or executed from a diminished base, and although they have physiologic effects similar to "Leg exercises", yet the efforts necessary to maintain the equilibrium of the body are so strong as to justify their segregation from the leg exercises into a class by themselves.

**252.** Muscular control rather than muscular power is the necessity for good form in these exercises. The efforts to maintain erect and good posture of the body during the execution of balance exercises calls for the continual (although almost imperceptible) activity of the smaller spinal muscles, which must ever be alert in order to counteract the effects of gravity and ill-controlled movements. The activities of the leg muscles must also be finely adjusted.

253. A high degree of co-ordination and muscular control is thus developed in these spinal and leg muscles, which by the repeated practice of these exercises becomes automatic, so that there is established habitual, erect, and free positions of the body in ordinary everyday standing and walking.

254. Balance exercises must not be of too long duration, they are apt to become tiring, not because of the power of contraction of the active muscles, but by reason of the strong nervous efforts necessary for their control.

This power of muscular control and co-ordination being as a rule very small before twelve years of age, balance exercises as special movements are omitted in the daily lesson for young children, the efforts demanded by the various leg exercises being considered quite sufficient in this respect. After twelve years of age there is normally a marked rise in the development of the motor co-ordinating powers, so that this age forms an opportune time for the introduction and practice of special balance exercises. The programmes in this book have been arranged with regard to the above.

255. Certain balance exercises, such as knee raising and leg raising, have effects similar to abdominal, spinal, and lateral exercises; and, as they are often combined with arm movements, the effects of these will also be added to the balance effects. These auxiliary effects must be taken into consideration, and will, to a great extent, determine the type of balance exercise to be used in the daily programme.

256. Balance exercises may be practised with great advantage immediately after the trunk exercises. Not requiring much muscular power for their execution, they will form a relief to the arm and trunk exercises, which call for the strong and powerful contraction of large muscular groups.

## 257. List of Balance Exercises.

- Toe standing.....Stepping forward, backward, sideways, 1, 2, 3 steps.
- Hips firm toe standing...Head turning.
- Yard toe standing.....Arms ,,
- Hips firm standing.....Alternate knee raising slowly to Crook half standing position.
- Hips firm crook half } Leg stretching backward to Toe  
standing.....} support backward standing.
- Hips firm crook half } Leg stretching backward.  
standing.....}
- Hips firm standing.....Foot placing forward, backward, or sideways to Hips firm toe support standing.
- Hips firm toe support } Leg raising backward.  
backward standing...}
- Hips firm toe support } Leg raising forward.  
forward standing.....}
- Hips firm toe support } Leg raising sideways.  
sideways standing ...}
- Hips firm standing.....Leg raising forward, backward, or sideways.
- Reach standing.....Arms parting with heels raising.
- „ .....Arms parting with leg raising backward.
- „ .....Arms raising upward with leg raising backward.

**258. Toe standing: Stepping forward, backward, sideways, 1, 2, 3 steps.** After the starting position is taken the steps are taken in the direction named without lowering the heels. The scholars should remain perfectly still with the heels fully raised until the command Heels—lower! is given. The good carriage of the body must be maintained throughout.

*Common faults:*

Hesitation when stepping off.

Eyes directed on floor.

Body and arms swaying about.  
Heels not sufficiently raised.

**259. Hips firm (yard) toe standing: Head turning (arms turning).** After the starting position is taken: The head or arm movements should be made without disturbing the balance of the body.

**260. Hips firm standing: Alternate knee raising slowly to Crook half standing position.** For performance and faults see "Crook half standing" position, Par. 57.

**261. Hips firm crook half standing: Leg stretching backward to Toe support backward standing.** After the starting position is taken: (1) The left leg is slowly stretched backward until resting upon the "tip toe", the hip, knee, and ankle joints being fully stretched. (2) The left leg is slowly brought forward and upward to its former position. The exercise must also be carried out with the right leg.

*Common faults:*

Usual faults of head and balance.

**262. Hips firm crook half standing: Leg stretching backward.** As for the above exercise except that the backward leg does not rest upon tiptoe, but remains fully stretched backward a few inches from the ground.

**263. Hips firm standing: Foot placing forward, backward, sideways on the toe to Hips firm toe support standing position.** (See Toe support standing, Par. 56.)

**264. Hips firm toe support backward standing: Leg raising backward.**

**Hips firm toe support forward standing: Leg raising forward.**

**Hips firm toe support sideways standing: Leg raising sideways.**

After the starting position is taken: (1) The leg is raised

in the named direction, being fully stretched at the knee and ankle joints. The raising should be slight at first, gradually increasing in height as control is developed. (2) The leg is slowly and quietly lowered until resting on the toes. The exercise must be performed by each leg.

*Common faults:*

Bending the knee of the supporting leg.

Faults of carriage.

Loss of balance.

**265. Hips firm standing: Leg raising forward, backward, sideways.** After the starting position is taken, the exercise is similar to the above, but has not the assistance of the "Toe support" positions.

*Common faults:* (See above).

**266. Reach standing: Arms parting with heels raising.** After the starting position is taken: (1) The arms are carried sideways to the "Yard" position (palms up), and the heels raised simultaneously. (2) The arms are moved to the "Reach" position, and the heels lowered. The exercise may be slow or quick.

*Common faults:*

Heels not sufficiently raised.

Bending backward at the loins.

Knees bending.

Loss of balance.

**267. Reach standing: Arms parting with leg raising backward.** After the starting position is taken: (1) The arms are moved to the "Yard" position (palms up), and the left leg is raised backward. (2) The arms are moved forward to the "Reach" position, and the left leg is lowered. The exercise should be repeated with the right leg.

*Common faults:*

Body inclining too far forward.

Usual faults of balance.

268. Reach standing: Arms raising upward with leg raising backward. Similar to the above, the arms being raised fully stretched to the "Stretch" position as the leg is raised backward.

*Common faults:*

See "Stretch" position, Par. 43.

Usual faults of balance.

Knee and ankle joints not fully stretched.

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## SECTION X.—MARCHING EXERCISES

269. *Objects:*

To improve general bodily bearing.

To improve muscle and joint activities essential to walking and running.

To train economy of effort in these operations.

To relieve the strain of attention.

(In running): To produce a mild breathlessness.

*Effects:*

Some types (*e.g.* with knees or legs raising) produce distinct abdominal effects.

Develop co-ordination between parts of body.

Running: Increase respiration.

Increase heartbeat.

Walking: Equalize circulation.

Because marching exercises are rhythmical they relieve the strain of attention.

*Progression:*

Walking before running.

Exercises "in place" before those moving forward.

*Faults:*

Walking: Eyes looking on floor.

Head forward, back rounded, waist forward.

Walking too much on the heels.

Body swaying from side to side.

Movements too stiff.

Running: Faults of head and general carriage as for walking.

Running on all the foot instead of on the toes.

Body shuffling along instead of being propelled by a succession of leaps.

Shoulders and arms held too stiff, resulting in a cramping of the chest.

Halting: Halting in poor position instead of bracing up.

When running, the halt is often too abrupt, due to not easing down during the three steps allowed for halting.

270. Marching exercises are especially valuable, correcting slovenly and faulty attitudes so common in everyday walking and running. By practising various times and steps, both "in place" and "forward", there is established that habitual lightness of foot which leads to economy of effort and grace when walking. All stamping of the feet, unnecessary swaying of the body and arms, as well as stiff and awkward movements should be avoided. Balance being an important factor in the good carriage of the body, the practice of such movements as alternate knee raising in varying rhythm is greatly conducive to good style; in fact when space is limited such movements executed in walking or running time form excellent substitutes for marching.

271. Walking and running afford relief to the tedium of long standing in one place, and are useful as a means of sharpening the attention of the class.

These exercises have also very marked mental and moral effects, for the good form and style of the class as a whole

calls for the close attention of each member of the class, in order that his movements may be in harmony with others. Attention to step, keeping the shoulders in line with neighbours, keeping in line and in time with leaders, calls for individual effort for co-operative purposes, so that the scholars quickly learn that the success of the class as a whole depends upon their united individual efforts.

**272.** In teaching these exercises it is not only necessary to note the various defects, but also to analyse the various movements of the body. The members of the body must be trained as parts separately and then applied to the body as a whole. A scholar may use his arms well if he uses his arms only, he may be able to use his legs freely if he uses his legs only, may have a good carriage of the trunk when standing, but it requires practice to properly handle all these different parts when walking or running. Therefore, not only should the various parts of the body be educated to correct movement by head, leg, arm, and trunk exercises, but the body as a whole should be trained in order that these various parts may co-ordinate and co-operate with each other to produce that easy and upright carriage, when walking and running, which usually betokens good physical balance.

**273.** It will now be seen that marching is really the embodiment of head, leg, arm, and trunk exercises, all of which contribute their share to the development of an easy, erect, and agile body.

The school teacher anxious to train the scholars in correct walking or running should watch them carefully, noting the position of the head, the action of the shoulders, arms, hips, knees, and ankles. The carriage of the body as a whole should be observed.

**274.** The various marching and running exercises can with advantage first be taught and practised "in place"

in order that the teacher may observe and make corrections for faults in action, time, step, bearing, &c.

### 275. Marching Exercises.

Standing.....Marching in place.  
 Hips firm standing.....,, ,, with knee raising.  
 Toe standing.....Running in place.  
 Hips firm toe standing...Spring march in place.  
 Hips firm standing.....Hop march (foot behind) in place.  
 ,, ,, .....,, (foot in front) ,,  
 Standing.....Marching forward.  
 Hips firm standing.....Change step march.  
 Toe standing.....Marching forward on toes.  
 Hips firm standing.....,, ,, with heels raising.  
 Toe standing.....Running forward.  
 Hips firm toe standing...Spring march forward.  
 Hips firm standing.....Hop march (foot behind) forward.  
 ,, ,, .....,, (foot in front) ,,  
 ,, ,, .....Pas de quatre march.

**276. Standing: Marching in place.** Command: In place—march! Commencing with the left foot, raise the feet alternately slightly forward and upward in marching time without advancing. The head and trunk must be kept erect and steady, and the arms close to the sides. Class—halt! (in two counts) take two steps in place and remain steady.

#### *Common faults:*

Body and arms swaying about.

Knees raised too much.

Toes directed upward instead of forward.

When halting:

Body not remaining steady.

Slack "Standing" position.

Class not halting together in two steps.

**277. Hips firm standing: Marching in place with knees raising.** After Hips—firm! Command: With knees raising

in place—march! As for the above exercise, except that the knees are to be well raised at each step (see “Crook half standing” position, Par. 57).

*Common fault:* Stamping the feet.

**278. Toe standing: Running in place.** After Heels—raise! Command: In place—run! Commencing with the left foot, raise the feet alternately in running time, the knees being well lifted and the feet brought slightly to the front. The exercise should consist of a succession of springs, and not degenerate into a hurried shuffle. Good carriage of the trunk is essential. The head, trunk, and arms must not sway about. The exercise should not be of too long duration. Class—halt! (in four counts). Take four steps in place and remain steady upon the toes. Heels—lower! as usual.

*Common faults:*

Knees not raised sufficiently.

Running on flat foot instead of on toes.

Bad carriage of head and shoulders.

Quickening the time.

When halting:

Body not remaining steady upon the toes.

Class not halting together in four steps.

**279. Hips firm toe standing: Spring march in place.** After Hips—firm! Heels—raise! Command: In place, spring—march! The exercise is executed in running time, the legs are lifted in front of the body so that the feet are raised about 12 inches from the ground. The trunk must be kept erect, knees straight, toes directed forward. Class—halt! as for running in place (four counts) Heels—lower! Position!

*Common faults:*

Knees not straight.

Toes directed upward instead of forward.

Body leaning backward.  
 Legs not lifted high enough.  
 Quickening the time.

**280. Hips firm standing: Hop march (foot behind) in place.** After Hips—firm! Heels—raise! Command: Hop march in place, foot behind—march! (1) Hop on the left foot, bending the right leg so that the right foot is brought behind the left knee. To do this the right knee must be turned outward. (2) A hop is next made on the right foot by straightening the right leg and bringing the left foot behind the right knee. (3) As for (1). (4) As for (2). Continue the hopping alternately, left and right, in a smooth, rhythmical manner. Class—halt! (in two counts): (1) Make a hop after Halt! (2) Lower the raised foot to the floor and remain on the toes. Heels—lower! as usual.

*Common faults:*

Hopping too heavy.  
 Eyes on floor.  
 Usual faults of carriage and time.

**281. Hips firm standing: Hop march (foot in front) in place.** As for above exercise, the foot being raised in front of the knee instead of behind.

*N.B.* In both cases of "Hop march" the toes of the raised foot must be directed towards the floor and the knee turned outward.

**282. Standing: Marching forward.** Command: Forward—march! Commence with the left foot. Mark the first step well by pressing the foot firmly to the ground without stamping. Carry the body erect, let the arms swing naturally with the body. Keep time. Class—halt! (in two counts). (1) Take one full step after the word Halt! (2) Bring the rear foot in line with the front foot in marching time.

**283. Hips firm standing: Change step march.** After

Hips—firm! Command: Change step—march! (1) Place the left foot forward. (2) Close the right foot up behind with the heel raised. (3) Move the left foot forward again. Proceed in a similar manner with the right foot. This march somewhat resembles the ordinary polka step. Class—halt! (in four counts). Complete the step (1), (2), (3), and bring the heels together (4).

*Common faults:*

Eyes on floor.

Marching too stiff.

Faults of time and carriage.

**284. Toe standing: Marching on the toes.** After Heels—raise! Command: On the toes—march! Proceed as in ordinary marching, keeping the heels well clear of the ground. Avoid stiff and jerky movements. Class—halt! (in two counts), remaining on the toes. Heels—lower! as usual.

**285. Hips firm standing: Marching forward with heels raising.** After Hips—firm! Command: With heels raising—march! (1) Take a step forward with the left foot, raising the right heel so that the weight of body is well forward on left leg. (2) Raise and lower the left heel. (3) Take a step forward with the right foot, raising the left heel. (4) Raise and lower the right heel. The march is continued in slow time, left and right foot alternately. Class—halt! take a complete step (1), (2) after the word Halt! and remain with the backward heel raised. Position! the backward leg is brought in line with the forward foot and the arms are stretched downward.

**286. Toe standing: Running forward.** After Heels—raise! Command: Forward—run! Start off at once with the left foot with easy swinging strides, inclining the body slightly forward, but maintaining its correct carriage. Bend the elbows slightly and breathe freely during the

running. Class—halt! (in four counts). Take three steps after Halt! bring the rear foot up to the forward foot and remain steady upon the toes. Heels—lower! as usual.

**287. Spring and hop marches.** These exercises are executed moving forward, the body advancing by short hops. The halting is executed as “in place”.

*N.B.* In *all* marching exercises the command Class—halt! should be given in the same rate of time as the exercise.

**288. Hips firm standing: Pas de quatre march.** This march consists of three little running steps, and then a hop with the foot raised forward, toe pointed, commencing alternately with the left and right foot. Class—halt! (in four counts). (1), (2), (3) The three running steps are taken. (4) The raised foot lowered to the ground. This exercise is similar to the Barn dance step.

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## SECTION XI.—GAMES

**289.** Games form a very important part of physical training, being the natural provision for the overflow of surplus nervous energy. Moreover, the play instinct is Nature's method of developing co-ordination and character. Such instincts as imitation, chasing and hunting, competition, co-operation, make their appearance at different ages, and unless the children are allowed to rehearse these primitive impulses by the gratification of the natural desire to play, their development is hindered.

**290.** Free unrestricted play, although absolutely necessary to the child, has no place in the organized physical-training lesson, and in spite of the fact that the varieties of children's games are wellnigh infinite, yet their essential features are few.

**291.** The games described in this book are selected as being suitable to form part of the exercise programme in Elementary Schools, and are chosen on account of their adaptability to school conditions. They are practicable with large classes, and can easily be conducted in the usual school hall or playground. Moreover, they require no, or very little, apparatus.

**292.** Games for school children should provide full activity so as to lead to slight breathlessness; they should be of such a nature as to allow all the class to take part simultaneously, or at least should afford every child an opportunity to play at each lesson, and should involve those particular activities needed by the developing physical and mental powers of the children during the different periods of school life.

**293.** Although minor differences will naturally appear, practically no differentiation is needed in the games of boys and girls before the age of twelve, and then in the rougher games only. While many of the games common to boys are generally not played by girls, the reason lies rather in custom than in any real differentiation of the sexes up to this age. Girls will instinctively avoid some of the games, but the attitude of the teacher and parent should be to encourage and extend the field of games for girls of all ages.

**294.** It is hoped that the following scheme will prove useful to teachers, affording suggestions as to the requirements, and types of games suitable for their classes in the Junior, Senior, and Supplementary divisions of the school.

**295.** Many of the games will be found suitable to different periods, and although all the games described may not be practicable in every school owing to peculiarities of exercising space, yet certain modifications can be made without detracting any of the game value.

**296.** The games are easily learned by teachers and scholars alike, and the children become greatly interested in them, and it is no uncommon sight in the Glasgow Elementary Schools to see these organized games being played during the morning and afternoon intervals.

I. JUNIOR DIVISION (AVERAGE AGES SEVEN  
TO NINE YEARS)

**297.** This is a transition and fatigue period. One of slow physical development, owing to disturbed nutrition, probably due to loss of teeth preceding second dentition, which causes a reduction in the masticating surface. The games most enjoyed are individualistic and competitive rather than co-operative. Great interest is displayed in games of chase, hunting and capture. The following games are suggested as examples:—

**298. Cat and mouse.** The mouse is inside, the cat outside, the circle. Children circle round, hindering with lowered arms the cat from getting in or out, but with raised arms allowing the mouse to pass freely out or in. The cat chases the mouse. When the mouse is caught a new cat and mouse are chosen.

**299. Puss in the corner.** Each puss chooses a corner or goal (with large classes several children may take up the same corner). Those who have corners try to change places. If the one who is "it" succeeds in tagging one of the players before the exchange is completed, the one who is tagged becomes "it".

**300. Race me.** Children stand in a circle. One runs around the circle and touches some one on the back, saying: "Race me!" The one who has been touched gives chase, attempting to catch the runner before he can get into the vacant place. The game may be varied by the children running in opposite directions.

**301. Hen and chickens.** The hen stands with all her chickens in line behind her, each with hands holding on to tail of coat in front of them. The fox stands in front of hen. He jumps about, to catch the chickens, but the hen tries to head him off, holding out her hands and turning to face him, while the chickens swing in behind her. This is a good lively game for limited space.

**302. Fox and geese.** Children form a circle with fox in centre. At a signal from the teacher they run around the fox, who should be kneeling. When the teacher claps hands the fox jumps up and tries to catch one of the geese, who race away to safe boundaries. Any geese who are caught become additional foxes and try to catch others.

## II. SENIOR DIVISION (AVERAGE AGES NINE TO TWELVE YEARS)

**303.** Generally this is a period of lessened physical growth, especially for boys. Although a somewhat rapid structural development usually takes place, co-ordination of muscular action and feeling seems to be the special import of these years. Great interest is displayed in running games, which are necessary to heart and lung development. The co-operative instinct sometimes makes its appearance, although individual competition still remains prominent.

The free and somewhat informal games of the junior division are largely superseded by formal active games of running, which involve strength, speed, and skill. These qualities are displayed individually rather than in concert with members of a team, although co-operation is frequently involved.

**304.** Games which demand the handling of objects, such as balls, are largely sought after by children of these ages, and these ball games are especially useful in further-

ing the growth of fine motor adjustments and muscular co-ordinations.

### 305. (A) Chasing and Running Games.

**Touch the third.** The children, standing in pairs, one in front of the other, form a circle. One pair (A and B) starts the game. A chases B, who tries to stand in front of any pair before he is caught. The third one behind must now run in the same manner as B, to avoid being caught, and so on the game continues. Any player who is caught must at once give chase to the one who caught him.

**306. Fox and farmer.** The children are arranged into a circle. The farmer, starting from the outside of the circle, gives chase to the fox, who starts from the centre. The fox runs in and out between the children, and the farmer must follow the same path.

**307. Racing between the same numbers around the lines.** The children are arranged in four lines and numbered. A cap is placed on the floor a few feet in front of the first child of each line. Upon the teacher suddenly calling a number, the child in each line who has that number at once leaves his place, runs quickly to the front, picks up the cap, and races around his own line with it, returning the cap. The object of the game is to be first back again to places.

### 308. (B) Ball Games.

**Dodge ball.** Half the players form a circle, the other half standing within the circle. The players forming the circle throw the ball at those within the circle. Whoever is hit must take his place with those forming the circle. The last player left is the winner.

**309. Centre base.** One player stands in the centre of the ring with a ball, which he tosses to some child in the

circle. The child catching the ball runs and places it in the centre, and then gives chase to the one who threw it. If he can tag him before he returns and touches the ball, the tagger becomes thrower, otherwise the first child throws again.

### III. SUPPLEMENTARY DIVISION (AVERAGE AGES TWELVE TO FOURTEEN YEARS)

**310.** This is a period of more rapid physical and mental growth. There is an increase in blood pressure, due to growth of heart. There is also a marked increase in lung and chest capacity, in strength of arm and hand muscles, and general muscular control. There is an accelerated rate of development of association fibres in the brain. Sex differences in game interest are beginning to make their appearance. It is a period of self-consciousness and self-assertion. It is a period of development of the powers of organization, hence the co-operative instinct displays itself in the desire to form clubs, teams, &c., for games.

There is an increase of interest in rhythmical movements and concerted action. The game interest centres more and more on co-operation, this is a natural development of regard for others. The circle of favourite games rapidly narrows, but many of the games of previous periods may still be played with great advantage.

**311. Relay race.** The children are equally divided into teams, and numbered. The odd numbers of each team take up one end of the course and the even numbers the other. At a given signal from the teacher numbers one of each team run the course, and pass a cap to numbers two opposite, who immediately run with the caps to numbers three, and so on. In this way the odd and even numbers will change places. The team which effects the change first wins the game.

**312. Prisoners base.** Sides are chosen. Each side has

a base at one corner and a prison at the opposite corner. The object of the game is to tag and place in prison the players of the opposite side. Any player who is outside his base may be tagged by one of the opposing side who left his base later than he. When tagged, the player is placed in the opposer's prison, the tagger being allowed to return to his base. A prisoner may be relieved if one of his own side can succeed in reaching him without being tagged, both then being allowed to return to their base; but if the runner is tagged whilst attempting a rescue, he himself must go to prison. The side that succeeds in placing the greatest number of the opposite side in prison wins.

**313. Heads and tails.** Sides are chosen, each side selecting a goal. All take their places midway between the goals. The teacher tosses a coin. If "tail" comes uppermost the "tail" players rush for their goal, the "head" players pursuing. Those who are caught before reaching their goal are out of the game. The remaining players take their places as before, and the game is continued. When all the players on one side are caught, the other side is declared winner.

**314. Scrimmage ball.** Sides are chosen. Half of each side are goal defenders and half are forwards. The players of each side are stationed between their goal lines. The teacher throws the ball in the air from the centre of the field, and the forwards of each side endeavour to drive the ball across the enemy's goal line. Only pushing or scrimmaging the ball with the hand is allowed. The goal defenders may place only one foot over the goal line. Blocking the ball, except with one hand, is to be regarded as a foul, and entitles the offended side to try for a goal. Forwards and defenders change places after each goal.

**315. Corner keep ball.** Sides are chosen, each side taking possession of its half of the field, but sending a

baseman in each of the corners of the enemy's field. In addition to this, four or five players (according to number playing) are sent to contest the enemy on their own ground. The game consists of passing the ball back and forth to the basemen, while the enemy attempt to intercept it and pass it to their own basemen. Players must keep to their own parts of the field, but may otherwise move about at will with the exception of the basemen. When a baseman obtains the ball a point is scored.

**316. Captain ball.** This game is similar to Corner keep ball, but has five bases arranged along the outer boundaries, a centre base in each half of the field, and a narrow neutral space between the halves. The captain of each side is stationed in the central base, a player in each of the other bases, and four players or runners in the enemy's field. The game consists of passing the ball, which is put in play in the neutral space, from the players to the basemen and then to the captain. Runners are not allowed beyond the neutral ground, and may not pass the ball directly to the captain. Each time the ball is successfully passed to the captain a point is scored. The number of bases and players may be varied.

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## SECTION XII.—PRECIPITANT EXERCISES

**317.** Precipitant Exercises is a term applied to all those quick movements, such as jumping, skipping, or running, which require great expenditure of force in a short period of time. Demanding the quick activity of large muscular groups, their physiologic effect is the stimulation and strengthening of the respiratory and circulatory functions. Carbonic acid gas is formed in the blood at a rapid rate, which stimulates the respiratory centre in the spinal bulb,

and, by reflex action, the lungs are excited to greater activity. The "thirst for air" which is produced by the practice of these exercises is especially beneficial to the development of the lungs of growing individuals, and these exercises therefore co-operate with the arm and spinal exercises in the development of the breathing powers.

**318.** Whilst arm and leg exercises increase the possibility of greater breathing capacity by giving tone to the muscles and increasing the mobility of the joints concerned in this act, precipitant exercises act more directly on the lungs.

**319.** With precipitant exercises the gymnastic programme has reached its highest point of intensity, the culminating point, and it now descends towards complete rest, through such movements as will restore normal circulation and respiration. (See Closing Exercises.)

Movements of running, and running in place, have been described under Marching Exercises and need no further description here.

### JUMPING EXERCISES

**320.** *Objects:*

To obtain and increase the general control of the body.  
To develop the elasticity of the body.

*Types:*

Skip jumps.

True jumps	{	Controlled jumps	{	Standing jumps
		Free jumps		Jumps with steps
				Jumps with a run.

*Effects:*

Develop general control, activity, and elasticity of body.  
Stimulate circulation and respiration.  
Increase peristaltic action of intestines.  
Produce exhilaration.

Develop muscles of legs, hips, and loins, especially extensors of legs.

*Faults:*

*Skip Jumps—*

Too much bending at the knees.  
Jumps made too heavy and dead.  
Shoulders and arms hunched up.

*True Jumps—*

- (a) Take off: Not straightening the legs.
- (b) Jump: Body not erect.  
Shoulders and arms hunched up.
- (c) Landing: Too heavy.  
Knees not yielding easily.  
Feet and knees not turned out sufficiently.  
Landing occurring on the whole of the foot instead of the toes.  
The body bending forward and unsteady.

**321. Jumping exercises** are very valuable during school ages and are really the embodiment of many types of movement, calling for the combined co-ordination developed in each. The muscles of the legs and trunk must be separately trained in order that the jump may be done in good form.

By the continual practice of these movements the scholars learn to control the body throughout all the exercise, consequently there is developed a promptitude of action and co-ordination of movement of a high order. The rapid contraction and extension of the leg and trunk muscles demanded by the execution of many of these exercises cultivates their elasticity, and there is established a lightness of foot which is conducive to a more springy step when walking.

**322.** Owing to the series of impacts which the bony framework of the body has to resist in their performance,

jumping exercises when executed in good form exert a powerful correcting influence upon the skeleton, therefore it must always be remembered that *correct style is of the utmost importance*, as only by practising the true form of these exercises can their beneficial effects be obtained to the fullest degree.

323. The shaking of the internal organs in continual jumping will have a beneficial effect upon the liver and promote a livelier peristalsis through the intestines; at the same time, these movements being more or less of a free nature (after the class have become accustomed to them), they partake somewhat of the play spirit, give liveliness to the lesson, and promote a feeling of exhilaration. As a rule they are greatly enjoyed by the scholars.

The jumping exercises in this book are divided into two groups (A) Skip jumps, (B) True jumps.

324. (A) **Skip jumps.** These exercises in their main features resemble the ordinary skipping movements so greatly indulged in by children. There are many varieties executed both "in place" and moving forward. They should be executed rhythmically in common skipping time, taking care that the scholars keep a good erect position of the trunk during the movement. In most of the skip jumps the action should be mainly from the ankle joint, the heels being kept well clear of the ground. Skip jumping should not be of too long duration at any one time. *Signs of breathlessness from the children should call for Halt! from the teacher.* The exercises may be repeated three or four times each lesson in this manner by giving a slight rest after a little jumping. Twenty consecutive jumps are usually sufficient for any one practice. When skip jumps are executed moving forward, care must be taken that the movements are orderly, and that the correct distance between the scholars is preserved in order to prevent slight accidents arising from collisions. As a rule,

when executed moving forward skip jumps should be no longer than 8 or 12 inches. Included under the heading of "Skip jumps" are certain forms of fancy and dancing steps, which are greatly enjoyed by the children, and which are conducive to elasticity and grace of motion.

**325. (B) True jumps.** These are subdivided into "Controlled jumps" and "Free jumps".

Controlled jumps serve to develop correct action in, and are therefore preparatory to, Free jumps. They are so called because every part of the jump is controlled by a command from the teacher, thus affording opportunity for the correction of faults of carriage, action, and time. Each part of the jump must be separately and carefully considered in order that the exercise may be correctly executed with regard to form and safety.

Free jumps are the combinations of the several actions developed by the controlled jumps. They may be executed "in place", with one, two, or three steps forward, or with a short run.

**326.** Every jump consists of three essential parts:

- (1) Take off: Action necessary to propel the body.
- (2) Jump: Period when the body is in the air. It is at this period that the jump gains its characteristic form.
- (3) Landing: Occurs when the body touches the ground again.

During the take off, all the extensors of the legs are strongly called into activity. Directly the body has left the ground the take off ceases and the jump begins. It is necessary during some part of the jump that the body should be overstretched to give it style, steadiness, control, and thereby safety. It is in the jump itself that the sense of control is made manifest. The straightening of the body at the correct moment is essential to good form

and indicates the physical judgment of the scholars. A good jump will make for good landing.

The landing commences at the moment the feet touch the ground. It is the most important part of the whole exercise, and should be carried out by an easy yielding at the knee, hip and ankle joints. At the moment of landing, the knees should be almost straight, the feet should be extended and turned out with the heels together, as in this position the joints are specially adapted to resist downward pressure caused by the weight of the body. If the legs are bent before the feet touch the ground the whole weight of the body suddenly falls upon the muscles and joints rather than gradually. This does not tend to reduce the jar very much.

327. The controlled jumps can be practised with great advantage even after the class have arrived at free jumping, being so valuable to the foundation of correct action.

### 328. List of "Skip" jumps used in the programmes.

(Hips firm) standing: Skip jump.

„	„	„	facing 90° every four jumps.
„	„	„	moving forward.
„	„	„	alternate high and low jump.
„	„	„	alternate high and low jump with arms raising sideways.
„	„	„	alternate high and low jump moving forward.
„	„	Stride skip jump.	
„	„	„	„ facing 90°.
„	„	„	„ with arms raising sideways.

(Bend): Stride skip jump with arms stretching sideways.

Hips firm: „ „ moving forward.

Hips firm spring standing: Crow jump.

„ „ „ moving forward.

Reach grasp „ Snake hop.

Hips firm toe support forward standing: Dancing step forward.

” ” ” Dancing step forward, face 90° every four steps.

Hips firm toe support sideways standing: Dancing step sideways.

” ” ” Dancing step sideways, face 90° every four steps.

Hips firm toe standing: Midge jump.

**329. Hips firm toe standing: Skip jump.** After Hips—firm! Heels—raise! Command: Skip jump—begin! The exercise consists of a series of short jumps upward in common skipping time, the action mainly arising from the ankle joints. The knees should be kept straight without any stiffness. Good carriage of the trunk is of utmost importance. Class—halt! (in two counts). Two jumps are made after the word “Halt”, remaining steady upon the toes. Heels—lower! Position! as usual.

*Common faults:* (See above).

**330. Toe standing: Skip jump facing 90° every four jumps.** After Heels—raise! Command: Skip jump facing to the left (right) after every four jumps—begin! The jumping is made as described above, at the end of every fourth jump the body is quickly turned to the left (right). This turning will count a jump in the new direction. Thus by commencing and finishing to the front the exercise will consist of twenty jumps. No order “Halt!” is necessary. Heels—lower! as usual.

**331. Toe standing: Skip jump moving forward.** After Heels—raise! Command: Skip jump moving forward—begin! The exercise consists of a series of little hops forward taken from both feet in skipping time. In confined spaces each line may be made to follow the leader who

will move to the left or right about, the whole class thus making a "gridiron" movement. Class—halt! Two jumps are made after the word "Halt!" Heels—lower! as usual.

**332. Toe standing: Skip jump, alternate high and low jump.** After Heels—raise! Command: Skip jump, high and low jump—begin! This exercise closely resembles the common skipping of girls. The action is much the same as the "Skip jump" already described, except that every alternate jump consists of an extra spring in the air, during which the whole body is overstretched. This is followed by a low jump, which is in reality only a beat of the feet upon the ground. Class—halt! (in two counts). (1) High jump. (2) Low jump, the body remaining steady upon the toes. Heels—lower! as usual.

**333. Toe standing: Skip jump, alternate high and low jump with arms raising sideways.** As for the above exercise, the arms being raised sideways to the shoulder level and lowered again at each high jump. During the low jump the arms should remain close to the sides of the body. This exercise is more fatiguing than the above, and consequently should not be of such long duration.

**334. Toe standing: Skip jump, alternate high and low jump moving forward.** In this exercise the body is propelled forward and upward about 12 inches during the high jump, after which a beat is made on the same spot where landing; this represents the low jump. The exercise should be executed rhythmically, without loss of balance. Class—halt! (in two counts) as usual.

**335. (Hips firm) toe standing: Stride skip jump.** After (Hips—firm!) Heels—raise! Command: Stride skip jump—begin! (1) Jump with the feet apart usual stride distance. (2) Feet together, keeping on the toes the whole time. The exercise is executed rhythmically with an easy

graceful motion, avoiding all jerks. Good position of the trunk is important. The heels should not knock as the feet are moved towards each other. Class—halt! (*N.B.* The word Halt! should be given when the feet are together) in two counts. (1) The feet apart. (2) Feet together, body in full balance upon the toes. Heels—lower! as usual.

**336. (Hips firm) toe standing: Stride skip jump facing 90°.** After (Hips — firm!) Heels — raise! Command: Stride skip jump facing to the left (right)—begin! The exercise consists of five jumps, the class commencing and finishing with a jump to the front. After a jump is made the body is faced 90° to the left or right as ordered, the exercise being executed rhythmically without “breaks”. There is no need for the order “Halt!” Heels—lower! as usual.

**337. Toe standing: Stride skip jump with arms raising sideways.** After Heels—raise! Command: Stride skip jump with arms raising sideways—begin! (1) Jump with the feet apart, at the same time raise the arms sideways to the shoulder level. (2) Feet together and arms to the sides. Continue the jumping in good even time. Class—halt! (in two counts) see above. Heels—lower! as usual.

**338. Hips firm toe standing: Stride skip jump moving forward.** After Hips — firm! Heels — raise! Command: Stride skip jump moving forward—begin! The body is advanced a short step (12 inches) each time the feet move apart, and also as they come together. Class—halt! (in two counts). Heels—lower! as usual. Position!

**339. Hips firm spring standing: Crow jump.** After Hips—firm! Heels—raise! Knees outward—bend! Command: Crow jump—begin! The jumping is executed in skipping time, the body being raised by a stretching of the ankle joint. The knees should remain bent during the whole exercise. Class—halt! (in two counts). Two

jumps are taken after "Halt!" Knees—stretch! Heels—lower! Position! as usual.

*Common faults:*

Head forward.

Trunk leaning forward.

Shoulders lifting during the jumping.

Jumping too dead and heavy.

**340. Hips firm spring standing: Crow jump moving forward.** The above jump is executed moving forward on the same principle as the other jumps.

**341. Reach grasp standing: Snake hop.** In this exercise the leaders of the lines take "Hips firm", the remaining boys placing the tips of fingers lightly on the shoulders of the boy in front, at the command: Forward—grasp! Heels—raise! Knees—bend! as usual. Command: Snake hop—begin! Each line commences by taking short jumps, as for "Crow jump moving forward". Care must be taken to teach the boys to hold themselves erect during the jumping, and not to lean on the boy in front. Class—halt! (in two counts). Two jumps after the order, Knees—stretch! Heels—lower! Position! as usual.

*Common faults:*

See Crow jump, Par. 339.

Bending the arms, thus shortening the distance between the boys.

Leaning forward, causing the jump to degenerate into a straggling shuffle.

**342. Hips firm toe support forward standing: Dancing step forward.** After Hips—firm! Left foot forward on the toe—place! Command: Dancing step forward—begin! (1) The feet are quickly changed with a spring so that the right foot is placed forward on the toe. (2) The

feet are quickly changed again. The movement is continued in an easy graceful action, slightly bending the knees and pointing the toes towards the floor. The weight of the body should always be on the backward leg. Class—halt! (in two counts). Two steps are taken, the body remaining steady in “Toe support standing” position. Feet together—place! as usual. Position!

*Common faults:*

Movements too stiff.

Body swaying about.

Steps too dead and heavy.

To put weight of body on front foot.

**343. Hips firm toe support forward standing: Dancing step forward facing 90° every four steps.** Executed as above facing to the left (right) every four steps. When commencing with the left foot forward the facing is to be made to the right, with the right foot forward the facing occurs to the left. After some practice the facing may be made in either direction with either foot forward.

**344. Hips firm toe support sideways standing: Dancing step sideways.** After Hips—firm! Left foot sideways upon the toe—place! Command: Dancing step sideways—begin! (1) The feet are quickly changed so that the right foot becomes placed sideways upon the toe. (2) The feet are quickly changed again. The movement is continued in an easy graceful motion on the toes. The weight of the body is carried by the inner leg. Class—halt! (in two counts). Two steps are taken, halting with one foot sideways upon the toe. Feet together—place! Position! as usual.

This exercise is also executed facing 90° every four steps, on the same principle as above.

**345. Hips firm toe standing: Midge jump.** After Hips—firm! Heels—raise! Command: Midge jump—

begin! (1) With a slight spring quickly pass the left foot in front of and across the right foot, slightly bending both knees. (2) Quickly bring the right foot across and in front of the left. (3) Repeat (1). (4) Repeat (2). The jumping is continued in an even skipping time. Class—halt! (in two counts). (1) Make a jump after “Halt!” (2) Bring the feet together with the heels raised. Heels—lower! as usual.

### 346. List of “True” jumps used in the programmes.

Standing: Face  $90^\circ$ ,  $180^\circ$  by jumping.

#### (A) CONTROLLED JUMPS.

Hips firm toe standing: Jump forward short jumps.

„ spring „ „ „ „

Standing: Preparation for jumping.

„ „ „ face  $90^\circ$ ,  $180^\circ$ .

„ Jumping upward in place, 1-5.

„ „ „ face  $90^\circ$ ,  $180^\circ$ .

„ „ with arms raising sideways.

„ „ with arms and legs raising sideways.

„ Double jump upward in place.

„ Jumping upward and forward.

„ „ „ backward.

„ „ „ sideways.

#### (B) FREE JUMPS.

Standing: Jumping forward with 1, 2, 3 steps.

„ „ „ „ face  $90^\circ$ .

„ „ „ „ face and face back again.

Running jump over line.

347. Standing: Face  $90^\circ$ ,  $180^\circ$  by jumping. Command: With a jump, to the right (left) (right or left about)—face! Slightly bending the knees, and with a rapid extension of the knee and ankle joints, the body is turned  $90^\circ$  ( $180^\circ$ ) in the air. The landing should occur lightly

upon the toes, the heels lowering softly after the body is in full balance.

**348. Hips firm toe standing: Jump forward (short jumps).** After Hips—firm! Heels—raise! Command: Forward jump—Go! Go! &c. At each order “Go!” the body is propelled forward and upward by a rapid (but slight) flexion and extension of the knee and ankle joints. The landing in every case should be made in full balance upon the toes. The body must be fully stretched at each jump. Heels—lower! Position! as usual.

**349. Hips firm spring standing: Jump forward (short jumps).** After Hips—firm! Heels—raise! Knees outward—bend! Command: Forward jump—Go! Go! &c. At each order “Go!” the body is propelled slightly forward and upward (about 8 inches) by a rapid extension of the knee and ankle joints, landing quietly in full balance in the “Spring” position. At each jump the legs should be well straightened out, and the whole body overstretched. Knees—stretch! Heels—lower! Position! as usual.

**350. Standing: Preparation for jumping, 1-4.** Command: Prepare to jump—Go! 1! 2! 3! 4! The exercise consists of: heels raising, knees bending, knees stretching, heels lowering—each motion following the other in rapid succession without pause. After some practice the rhythm may be varied, *e.g.* 1, 2! 3! 4! or 1! 2, 3! 4! or 1, 2, 3! 4!

*Common faults:*

Head and body forward during the Knees bending.

Knees bending not deep enough.

Bumping the heels on the floor when lowering.

Loss of balance.

Shoulders lifting during the exercise.

**351. Standing: Preparation for jumping and face 90°, 180°, 1-6.** Command: Prepare to jump, and to the left

(right) (left or right about) face—Go! 1! 2! 3! 4! 5! 6!  
The exercise is executed as above with a facing added.

The rhythm of the whole exercise should follow that of the facing in a sharp, clean, fully-controlled manner.

*Common faults:*

See above.

Arms swinging about during the facing.

**352. Standing: Jumping upward in place.** Command: Upward jump—1! 2! 3! 4! 5! (1) Raise the heels. (2) Bend the knees outward. (3) Stretch the knees forcibly and spring into the air with straight knees and toes pointing downward (take off). As soon as the feet touch the ground again the knees bend to a right angle (landing), the body remaining erect and in full balance. (4) Slowly stretch the knees. (5) Quietly lower the heels. After some practice the motions (2) and (3) should follow each other in rapid succession, *e.g.* 1! 2, 3! 4! 5!

**353. Standing: Jump upward facing 90°, 180°.** Command: Upward jump, facing to the left (right) (left or right about) 1! 2, 3! 4! 5! Same as preceding exercise, facing 90° (180°) during the jump and remain facing in the new direction when landing.

**354. Standing: Jumping upward with arms raising sideways.** Command: Upward jump with arms raising sideways 1! 2, 3! 4! 5! As above, the arms being smartly raised to the shoulder height during the jump (3) and lowered to the sides again as the landing occurs.

**355. Standing: Jumping upward with arm and leg raising sideways.** Simultaneously with the arms, the legs are smartly separated sideways during the jump, and are brought together again on landing; (4) and (5) as usual.

**356. Standing: Double jump upward in place.** Com-

mand: Double jump upward in place—1! 2, 3! 4, 5! 6! 7!  
 In this exercise the landing of the first jump, 2, 3! forms  
 the take off for the second, 4, 5! Thus two jumps are  
 made in rapid succession. (6) Knees—stretch! (7) Heels  
 —lower!

**357. Standing: Jumping upward and forward.** Com-  
 mand: Upward and forward jump—1! 2, 3! 4! 5! (1) The  
 heels are raised and the hands are brought forward nearly  
 to shoulder height. (2, 3) The knees are quickly bent and  
 the arms are swung to the rear. The jump upward is then  
 made as already described, the arms swinging forward and  
 giving impetus to the body at the same time. The body  
 should land in the “Spring standing” position, with the  
 arms close to the sides and in full balance. (4) (5) as  
 usual.

**358. Standing: Jumping upward and backward.** As  
 for upward and forward. The arms being carried back-  
 ward at (1) are swung forward and backward at (2, 3!).  
 Care must be taken to keep the trunk erect during the  
 jump.

**359. Standing: Jumping upward and to the left  
 (right).** See above jumps. The arms being carried to  
 the left (right) across the body at (1) are swung to the  
 right (left) and left (right) at (2, 3) as the jump is made.  
 The landing should occur with the arms close to the  
 sides. 4! 5! as usual.

*N.B.*—In jumping upward and forward, backward, or  
 sideways it will be noticed that the arms are raised in the  
 direction of the jump at 1! (*i.e.* when the heels are raised).

**360. Standing: Jumping upward and forward with  
 1, 2, 3 steps.** Command: Upward and forward jump

with 1. (2) (3) Steps beginning with the left (right) foot—Go! One (two or three) steps are taken and a jump is made by strongly swinging the backward leg forward and upward simultaneously with the bending and stretching of the forward leg. The jump should be made high rather than forward, both legs being straight just before the landing. Knees—stretch! Heels—lower! as usual.

*Common faults:*

Steps not taken boldly and in good time.

In the upward spring the backward leg not carried beyond the forward foot.

Both feet not meeting the ground simultaneously during the landing.

General faults, see True jumps above.

**361. Standing: Jumping upward and forward with 1, 2, 3 steps and facing 90°.** Command: Upward and forward jump with facing with 1 (2) (3) steps beginning with the left (right) foot—Go! Same as the preceding exercise but facing 90° during the jump.

*N.B.*—The facing is always made to the same side as the foot from which the jump is made, *e.g.* with one step, beginning with the left foot, the facing is made to the left; with two steps, beginning with the left foot, the facing is made to the right.

**362. Standing: Jumping upward and forward with 1, 2, 3 steps and facing 90° and facing back again.** As in the preceding exercise, but immediately after landing a jump upward is made turning towards the direction in which the scholars were facing at the commencement of the exercise. The landing of the first jump should form the take off for the second jump in which the scholars face back again.

**363. Running free jump over line.** This exercise should be practised at first with the line low and with

three steps forward. After some practice the exercise is carried out with a free run, the jumping being strictly practised taking off with the left and right foot alternately. In all cases the correct manner of landing must be carried out.

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### SECTION XIII.—CLOSING EXERCISES

**364.** The exercises of this group consist of certain types of leg and arm movements, followed by, or used in conjunction with, breathing exercises. They are calculated to restore the class to more normal condition of circulation and respiration, and thus prepare the scholars for rest, or for the next lesson on the school time table.

**365.** Certain movements of the legs and arms, if performed without much effort, have a calming effect upon the heart's action, and a blood-relieving effect upon the thorax. These are useful influences to be taken advantage of after precipitant exercises which accelerate the heart-beat and respiration. Moreover, the full benefit of breathing exercises cannot be obtained while certain circulatory disturbances are present. At the same time good posture, especially of the thorax, is essential to full and deep breathing. It is therefore apparent that these leg and arm exercises in the closing portion of the programme should serve the twofold purpose of equalizing the circulation and promoting the good carriage of the thorax, both of which are so necessary in order to facilitate the good effects of breathing exercises.

**366.** The arm movements, although executed slowly, must be exact in their performance, and every effort on the part of the teacher is required to obtain a good standing position of the whole class. Head bendings backward are sometimes given in order to correct the position of the

spine and thorax, and are especially used in those cases where the breathing exercise is accompanied by an arm movement.

For the performance of leg, arm, and head exercises see former sections.

**367. Breathing exercises.** All exercises rightly conceived and executed are respiratory movements. They should all be performed without holding the breath. The exercises of this group, however, refer specially to the breathing act.

**368.** Arm, trunk, and precipitant exercises all co-operate in the development of the breathing apparatus, but the function of respiration, the breathing act itself, requires to be exercised. This is brought about by deep inhalations and exhalations, the duration and time of which must be adjusted to the abilities and requirements of the organism at the time of their execution.

**369.** Respiratory movements not only serve to bring about those interchanges of oxygen and carbon in the blood, but also greatly influence the circulation of the blood and lymph. The correct practice of these exercises is beneficial to the heart and lung tissues, especially in growing individuals, and as the functional powers of these organs are increased their capabilities of resisting disease are greater.

**370.** Short, shallow breathing uses only a part of the lungs, usually the same part, the base, whilst the upper parts are often left unexercised. This is probably the reason why tuberculosis often makes its first appearance at the apices of the lungs. With the practice of breathing exercises, the lungs are brought more fully into action, and more blood circulates through them, even new air cells are formed, and the actual size of the lungs is increased.

371. Whilst both inspiration and expiration must be deep and employ all the air cells, *care must be taken to avoid strained and forced breathing*. The teacher should always bear in mind the difference of lung capacity in children and adults, in order to prevent over distension of lung structure. Respirations that are well within the capacity of the teacher may possibly be too deep and strained for children. The respirations of children also occur with greater frequency.

372. It should be observed that whilst the nose is the external organ of breathing, and nasal breathing cannot be too strongly recommended, yet after violent exercise, when the demands of respiration are great, the all-important point then is to get the air in and out of the lungs as completely as possible, at which time breathing through the mouth may be necessary.

373. Observations should be made of those children who cannot breathe through their nose, and the cause noted for further attention; it may be due to a slight cold, or to the formation of adenoid growths, necessitating medical advice.

374. Every attention should be directed to the cleanliness and ventilation of the exercising space, in order to prevent dust arising during the lesson. The importance of this is evident from the fact that the demands of respiration during muscular exercise may be three or four times as great as when at rest. If bodily exercises are to be a part of the regular business at school, they must be performed under hygienic conditions.

375. When combining leg, arm, or head exercises with breathing exercises, the tempo of these movements must be adjusted to the demands of respiration at the time of their performance, and not the rhythm of respiration to these movements. "In what may be considered as normal

breathing the respiratory act is repeated about 17 times per minute, the duration of the inspiration as compared with that of the expiration (and such pause as may exist) being about 10 to 12" (Foster's *Textbook of Physiology*). This will differ somewhat according to circumstances (age, sex, muscular exertion, bodily positions).

### 376. List of Breathing exercises used in the programmes.

Hips firm standing	...	Breathing.
"	"	with head lifting backward.
"	"	heels raising.
Standing	.....	Breathing with arms raising sideways.
"	.....	Breathing with arms raising sideways and head lifting backward.
"	.....	Breathing with arms turning.
"	.....	Breathing with arms turning and head lifting backward.
Reach standing	.....	Breathing with arms parting (palms up).
"	.....	Breathing with arms parting and head lifting backward.
Yard standing	.....	Breathing with arms turning.
"	.....	Breathing with arms turning and head lifting backward.
"	.....	Breathing with arms raising upward.
Standing	.....	" " circling.

## SECTION XIV.—PROGRESSION

377. In order to keep pace with the developing mental and physical capabilities of growing children it is evident that the exercises should undergo progressive changes.

Every new phase of mental and physical growth must be taken advantage of, nurtured, and correctly guided.

378. Progression does not wholly depend upon the amount of muscular effort necessary for the performance

of an exercise, many exercises calling for less muscular effort may be more progressive by reason of the greater control and co-ordination demanded. Also, in determining the progression of exercises, their physiological effect must be taken into consideration.

**379.** It will thus be seen that progression is many-sided. It means the consideration of all the developing mental and physical changes taking place during school life. It means the fostering and nurturing of all efforts toward correct movement, and the foundation of good habits of posture.

**380.** These important features of progression necessitate the application of physical, physiological, and psychological laws, in order to train young children to a high standard of physical efficiency—a graceful and fully controlled body.

**381.** Although certain methods are involved in making progression, the selection and employment of exercises having stronger and more pronounced effects than those preceding them cannot follow arbitrary rules. Age, sex, intelligence, previous training, must all be taken into consideration, whilst lack of time, space, and apparatus will all necessitate many modifications.

**382.** Bearing in mind that in order to be progressive an exercise must be more difficult of correct performance, more pronounced in its effect, the various methods of progression will fall under two headings.

- I. Increased difficulty or effect of starting position.
- II. Increased difficulty or effect of movement.

#### I. PROGRESSION OF STARTING POSITION

**383.** (A) **By decreasing the base.** In most cases the wider and larger the base of an exercise the easier it is to perform, and the same exercise is made more difficult

by decreasing or narrowing the base. This especially applies to leg and balance exercises.

384. (B) By altering the base so that certain muscles are isolated from the exercise, the movement being accomplished by fewer muscles and gradually confined to the desired part. (See Trunk exercises: Side bendings and turnings.) This method of progression refers more especially to trunk exercises as a class. Changes are made in the base, which may increase or decrease it, but each successive change should more effectively localize the effect and demand a higher degree of isolation and co-ordination.

385. (C) By passing from starting positions which mechanically localize the movement, to those positions which allow of greater range of action. This method of progression also refers especially to trunk exercises. For children, whose powers of muscular inhibition are small, starting positions are chosen which mechanically localize the movement and direct all efforts of performance towards correct execution. After correct action is developed, progression may be made by introducing those positions which are not so isolative, and which consequently require more gymnastic ability. In this way both co-ordination and isolation are developed, for the children will learn to use in concert muscles necessary for correct action, and to inhibit others whose actions are unnecessary to correct movement. As an example of this it may be mentioned that whilst the kneeling position is one of much isolation for trunk movements, it is used almost at the very beginning of the training in order to establish correct action, the various standing positions being introduced for these movements as ability grows.

386. (D) By lengthening the lever to be moved. This causes a raising of the centre of gravity of the weight to be moved, and therefore shortens the lever arm, calling

for increased power (the muscles moving the lever), *e.g.* in trunk exercises the arms take up a series of positions from "Hips Firm" to "Stretch". Although the weight remains the same (the body above the hips), yet by lengthening the lever of the weight the exercise is made stronger. There is no need to use artificial weights in order to increase the strength of an exercise. In childhood, nature provides this progression through growth.

## II. PROGRESSION OF MOVEMENT

**387. (A) By increasing the range of the movement.** This applies more particularly to movements of the trunk. In order to avoid incorrect performance and thereby evil effects, these movements should be of small range, only increasing in direction as correct form is established. (See "Arch" position, Par. 58.)

**388. (B) By increasing the duration of a movement.** The length of time a position is held, and the number of times a movement is repeated, are gradually increased. Never repeat a movement or series of movements more than four times at any one lesson, and then only after a fair amount of training. *Too much repetition of a movement in the same lesson, because it is incorrectly performed, cannot make for correct performance, for, the muscles becoming tired, the brain is unable to beneficially influence them.*

**389. (C) By combinations of movement.** At the commencement of the training, various movements are executed in separate parts, and as the scholars become proficient these parts are gradually combined, *e.g.* see various ways of teaching spinal and lateral exercises.

Combinations of arm and leg movements are also used, demanding increased cerebration in order to retain the true concept of each part of the combination and to carry them out.

**390. (D) By series of movements.** The various arm and leg exercises, and combinations of these, are often formed into "series", but only after each component part has been well practised.

The following is the method of teaching these combinations:—

(1) Give the full command for each separate movement in rotation.

(2) Use numbers on the executive command for each separate movement, having stated the type direction and rotation of the movements in the preparatory command.

(3) The class perform the exercise in series, counting aloud in order to gain unison and correct rhythm after the command Begin! (*N.B.* Never allow children to count during arm movements.)

(4) The class perform the exercise in series, judging the time without counting, after the command Begin!

**391.** This manner of progression is only of value if the true form and correct execution of each single movement of the series is strictly maintained.

**392.** If the exercises degenerate into automatic slovenly repetitions they are of no value, their best effects being lost.

*N.B.* The change from (1) to (2) should be made as quickly as possible, the change from (2) to (3) and (4) to be made only after correct rhythm is established.

**393. (E) By changing the speed of the movement.** A movement whose natural rhythm is quick is first taught slowly in order to gain correct form, then gradually the speed is increased until each movement is executed with the utmost speed that the moving muscles are capable of. For a series of movements care must be taken that the total time is not shortened; a pause between the movements must be distinctly made, and the exercise not hurried.

**394. (F) By changing from dynamic to static action.** The resulting position of a movement may be used as the commencing position of a more progressive exercise, *e.g.* Trunk turning. The position derived by turning the trunk may be used as a starting position, and various arm or head movements executed from it, *e.g.* Bend close turn standing, Arms stretching backward.

**395. (G) By altering the type of a movement.** Each group of exercises has varying types of movements, *e.g.* Arm exercises consist of stretchings, flingings, partings, raisings, turnings, &c. Trunk exercises consist of bendings backward, forward, sideways, downward, turnings, &c., in "Standing" and "Kneeling" positions. Progression by changing the type involves many of the methods indicated above, such as increasing the lever of the weight, altering the base, &c. It must not be thought, however, that all the exercises of one type are to be given before a change of type is made. Provided that the new movement is a little more difficult than the one about to be dropped, two or more types may be practised at the same stage of training and brought up to corresponding levels. An illustration of this is afforded in the trunk exercises, which may be executed both from the "Standing" and "Kneeling" positions during the same stage of training, or in the arm exercises by alternating "Stretchings" with other types of arm movements.

**396.** Progression can also be made by repeating some of the earlier exercises at a later stage of training; for, the scholars, having learned to do them correctly, they will consequently have greater effect.

**397.** No position should be used as a commencing position of an exercise until it has been previously practised as the resulting position of a former exercise.

**398.** The term "progression" may also be applied to

the lesson as a whole, signifying that it is an advance upon the previous one. It is not necessary, however, that all the exercises should change when passing from one programme to another. This would involve too much teaching, and would become boresome to the scholars. They are given the physical-training lesson for muscular exercise, not to be lectured, and there should always be some parts of a new lesson that are well known to them. Moreover, as a rule with children, the progression of trunk exercises is slow when compared with that of other forms of movement, so that many of these exercises are repeated in later programmes.

**399.** Mental progression deals with the feel and concept of a movement. Simple movements should always be learnt before any combinations are attempted. This will necessitate certain starting positions in which both arms and legs deviate from the fundamental, being taken separately, the arms moving first, the legs taking up their required position afterwards, *e.g.* Hips firm stride standing, Heels raising. With young children "Hips firm" may be taken independently of the "Stride" position, the combination of these two occurring as proficiency is gained. Combinations of movements should not be of too extensive a nature for young children, in order to prevent too great a demand upon their powers of memorizing. If this is done, the attention will be centred too much upon the *sequence* of the movement rather than upon the *form*, and its correct action will suffer in consequence.

**400.** The progression of movements requiring finely adjusted motor co-ordinations will necessarily be slow before the age of twelve years, after which there is normally a marked rise and development in the powers of muscular control.

**401.** The symmetrical form of bilateral movements should always be taught before dissimilar bilateral move-

ments. They are easier of comprehension and conception, and require less concentration for their execution. Dissimilar bilateral movements require a good deal of thought and concentration from the scholars, and are consequently not suited to classes in the junior division. Their practice would mean too great a tax upon the immature brain development associated with the scholars of these ages. On the other hand, they should occupy a prominent place in the training for supplementary classes, because of their value in encouraging ambidexterity both of thought and action (see "Arm Exercises", Par. 185).

402. The chief rule to be remembered in making progression is to proceed by degrees from the simplest and easiest to the more combined and difficult.

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## SECTION XV.—TEACHING OF EXERCISES

403. The manner in which a new idea is presented to the class makes all the difference in its subsequent practice. If it is presented indistinctly, and in an undecided manner, there will always remain an uncertainty in the minds of the scholars. On the other hand, if the idea is presented clearly, distinctly, in simple language, the scholars usually have a cheerful certainty from the very beginning, and the need of corrections is minimized.

404. The authors feel that teachers do not require a set of principles related to psychology, but practical rules. Success depends so much upon common sense, directed by experience among children, and a careful observation of good points of other teachers.

405. When teaching exercises it is not sufficient to merely command them. Explanations and illustrations

are both necessary in order that the scholars may receive a clear concept of the movement.

406. The following method of teaching physical exercises is suggested, having been found from experience to be of real practical value:—

(1) Say what the actual movement is in terms of the “words of command”, and perform it.

(2) “Command” the movement as if commanding for the class, and perform the movement correctly to this command.

(3) Show the movement again, calling attention to the special features which make for correct action, also how to avoid faulty positions and actions.

In 1, the actual movement being shown to the class, and expressed by the words of command, produces in the scholars’ minds an association of the visual and auditory stimuli, resulting in a concept of the outlines of the movement.

In 2, the concept is made clearer, and attention drawn to the commands.

In 3, by calling attention to those special features which lead to correct or incorrect action, foundation is laid for the expression of the correct and the inhibition of the incorrect manner of performance, *e.g.* to teach trunk bending backward.

(1) “When I say ‘Trunk backward—bend!’ bend the body backward.” (Say this and perform the movement as the command is spoken.)

(2) “Trunk backward—bend!” (Perform the movement again to the command, which should be given correctly, as if commanding the class to execute the exercise.)

(3) Caution the class to avoid pushing the waist forward, poking the chin, bending the knees. Show these faults by personal performance. Encourage them to lift their

chest, to bend their necks well back, to keep their chins down and the knees straight. Show this by personal performance also.

To summarize the above:

- (1) Show the exercise in a general manner.
- (2) Show the exercise again in conjunction with the correct command for its performance.
- (3) Explain correct method of performance and mistakes to avoid.

407. When describing and illustrating an exercise, avoid lengthy reference to unimportant details. The descriptions should be as concise as possible, and mention the parts of the body concerned in the movement in some definite sequence. The teacher should stand where he can best be seen by all the class, and should illustrate the exercise from more than one place, giving the class both front and side views of the position or movement as necessary.

408. Owing to the principle of progression, which is a distinctive feature of the training, the more advanced exercises consist mostly of combinations of well-known movements and positions, consequently the need of explanations and illustrations will become less and less as the class pass from programme to programme.

409. When teaching a new exercise omit all explanations for those parts which have already been practised by the class. The teacher should execute such parts himself, and when arriving at that part which is new to the class he should explain it in its detail. In this way teaching will gradually pass from explaining and illustrating to commanding and correcting.

410. Sometimes it happens that, through infirmity or other causes, teachers are not able to illustrate the exercises by their own personal performance. In such cases it is

useful to employ an intelligent scholar, who will perform the exercise in front of the class under the direction of the teacher. This offers an excellent opportunity to give the class a more or less correct visual impression of the exercise, and also a spirit of emulation can be awakened if different children are chosen on various occasions. Neither strength, physique, nor performance alone can make one competent to teach physical exercises. The physique may be poor, strength may be lacking, but there will still be left the faculty of imparting knowledge to others. There must be the power and example of enthusiasm which makes a natural teacher, and it is necessary to understand the theory and practice of bodily exercises.

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## SECTION XVI.—CORRECTION OF FAULTS

**411.** In order to correct faults quickly, precisely, and effectively, it is necessary that the teacher should possess a keen sense of the "posture" and "feel" of an exercise. This can only be developed by the personal practice of the various exercises to be taught, and for this reason it is suggested that teachers and students might use the programmes in this book for home exercises.

**412.** Although they are very simple, and primarily intended for children, these programmes contain the essential types of movement so beneficial to adults, and their practice as home exercises is conducive to improved health and activity.

**413.** Faults may be classed under two headings:

- I. **General Faults**, which may appear in any exercise at any stage of the training.
- II. **Special Faults**, which are peculiar to the exercise in performance.

414. The general faults which most frequently occur are—

(A) **Faults of carriage, due to incorrect base and bad position of head.** Such movements as feet closing and opening, or head bending backward two or three times, are usually sufficient to restore good posture.

(B) **Holding the breath during the performance of an exercise.** This fault is most commonly associated with the trunk movements, but with a little practice and repeated cautions “not to hold the breath” the scholars learn to breathe easily in all positions.

(C) **General lack of precision and firmness when taking up a starting position.** This is often the result of a slack command from the teacher, or may be due to some extraneous influence attracting the attention of the scholars. The position or movements should be repeated, the teacher commanding in a somewhat higher and firmer tone.

(D) **Faults of rhythm and time.** These are best corrected by repeating the exercise, the class counting during its performance, except for arm exercises. In such rhythmic movements as marching and skip jumping the teacher should indicate the rhythm by counting or clapping the hands.

415. **Special Faults.** It is most important that the teacher should learn the characteristic faults of each exercise in order to be prepared to effectively make the necessary corrections. (For special faults see the various groups of exercises throughout the book.)

416. General faults are nearly always present with every class throughout the earlier stages of training, yet by clear, firm, and concise explanations on the part of the teacher the graver faults of carriage and holding the breath should gradually disappear. If an exercise is badly performed by a large number of scholars it is usually the outcome of

faulty "presentation" on the part of the teacher. The class should be quietly ordered to rest, and the faulty part of the exercise explained again, taking care that the class give proper attention.

417. It is most important to teach in such a manner as to prevent the occurrence of graver faults, and if the teacher is painstaking with the simple and earlier programmes of each series the graver faults of carriage and general slackness will quickly disappear.

418. Do not try to correct every fault during the lesson, or it will become irksome and boresome to the scholars, and they will rapidly lose interest in their work. Get the main features correct at first, then pay attention to details later, gradually striving towards perfection.

419. During the execution of the exercises by the scholars the teacher should be walking about amongst the class, lifting a chin here, touching an arm in place there, whispering a small caution or explanation elsewhere without distracting the attention of the class. The scholars will quickly learn to receive commands from any part of the exercising space, but to stand still and merely utter the descriptions and commands is a waste of time.

420. The teacher is the living force, and no other, which is acting towards good results. Well arranged exercising spaces and other provisions for physical training are of no use if the teacher is incompetent.

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## SECTION XVII.—CONDUCTING THE LESSON

421. When conducting the lesson the teacher should usually take up a position where he can best be seen by all the scholars. The class should be formed quickly, and the work started at once.

422. All orders should be definitely and clearly expressed, so as to leave no hesitation in the minds of the scholars. Never give a second order until the first has been obeyed, and give all commands so that the scholars may see that obedience is expected. A neglect of this rule is the most frequent cause of bad discipline.

423. Never appear before the class to give a lesson which has not been thoroughly prepared. A thorough preparation is owed to one's self respect and to the class. Before commencing the lesson the memory should be refreshed as to the sequence of the exercises and the words of command, in order to avoid waste of time glancing at the programme too often. At first memorize two exercises, later three, and so on; in this way will the teacher become familiar with the lesson, and with a little practice be able to give at least half the lesson without a break. It is understood, however, that when commencing new lessons reference to the programmes is necessary from time to time, but even this may be minimized, owing to certain exercises being common to several programmes.

424. Too many "breaks" in the lesson causes loss of attention, and detracts from the effects of the programme as a whole.

425. Remember every lesson given is a link to the chain of training, therefore consider every lesson before it is

given, and dovetail lesson with lesson as cleverly and completely as possible.

426. Put before the class the end aimed at, good positions, correct action, promptitude to commands, and bring to their notice the steps towards the end. Children delight in getting on.

427. Insist on a high standard of excellence in the work of the scholars. The standard of the teacher is reflected in the scholars. Never allow slovenly work.

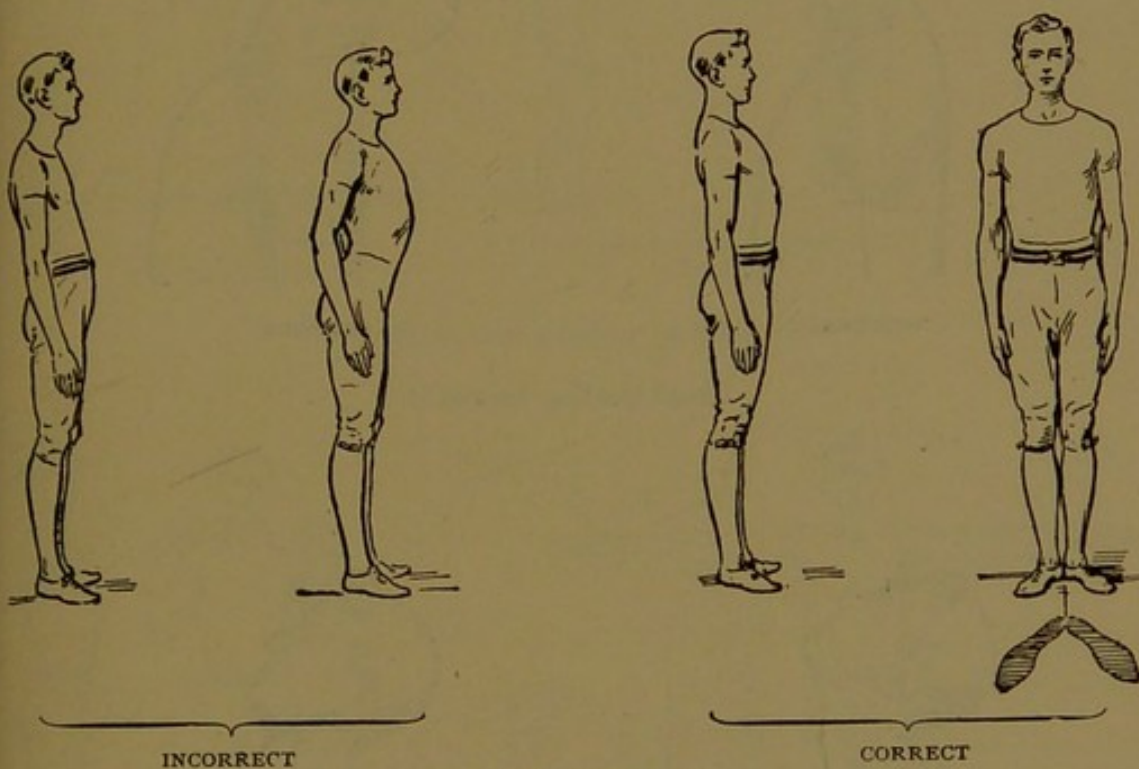
428. The teacher should constantly exercise judgment to note the difference between small capacity and lack of effort due to laziness. Incapacity is not a fault to be punished, and with sympathetic encouragement is usually overcome by practice.

429. Do not let the lesson degenerate into drill, but remember that exercises are practised for their physical and mental effects. On the other hand, when faults are caused by carelessness or inattention, then "drill", repeat the movements, and awaken the attention of the class. Strive to make the lesson interesting. When children exercise because they are forced to, and not because they enjoy it, their movements lack volition and lose many of their best effects.

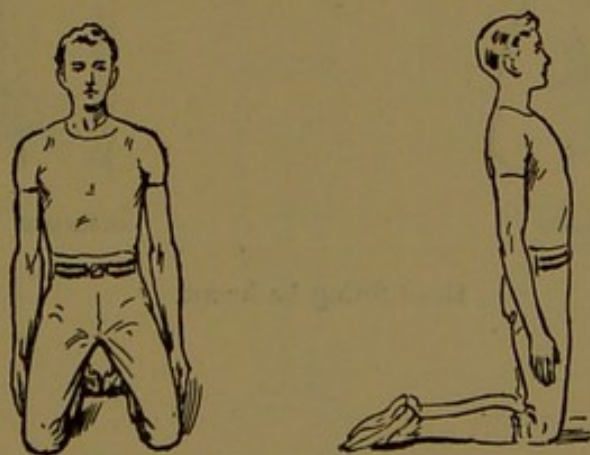
430. Finally, remember the lesson is not given to the children in order to "teach" them exercises, but in order to produce some specific effect upon their physique; for this reason the programme should be given in its entirety at each lesson, and in this way the physical-training lesson differs fundamentally from all others.

# SECTION XVIII.—ATLAS OF STARTING POSITIONS AND MOVEMENTS

## FUNDAMENTAL POSITIONS



Standing position



Kneeling position

HEAD MOVEMENTS



INCORRECT



CORRECT

Head bending backward



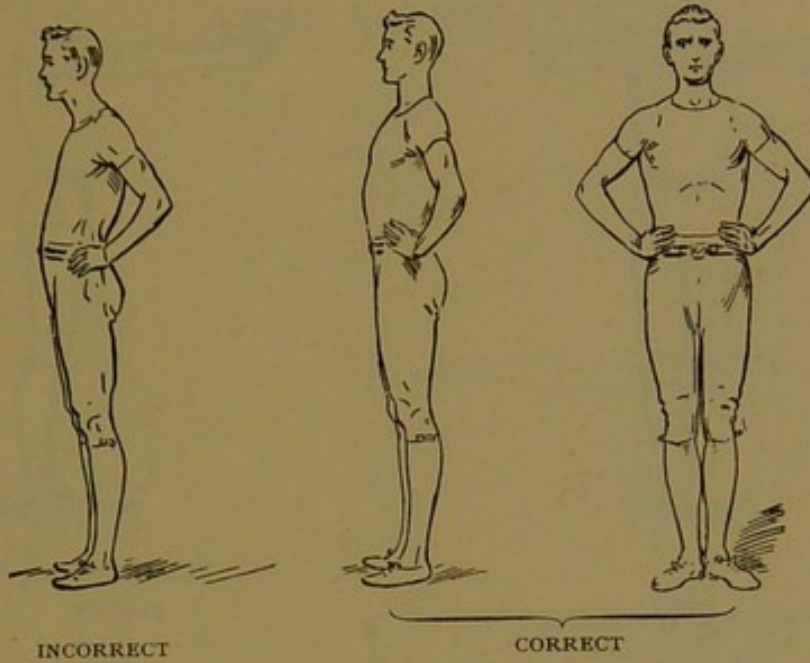
INCORRECT



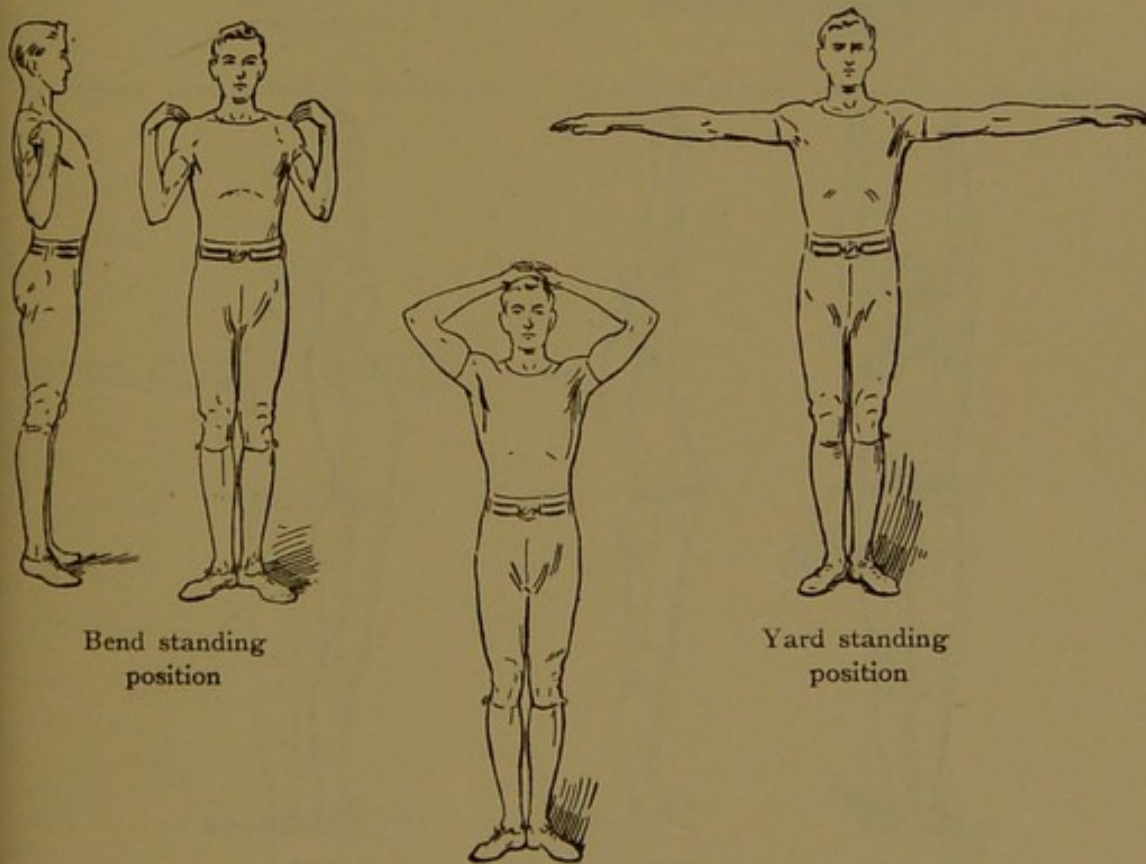
CORRECT

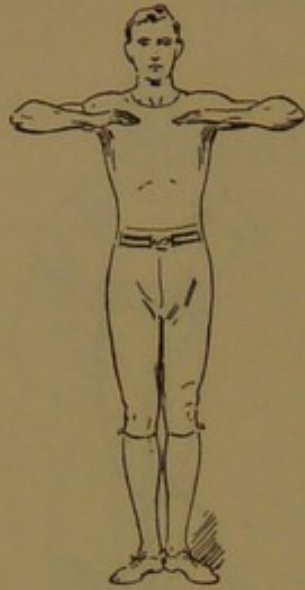
Head lifting backward

ARM POSITIONS

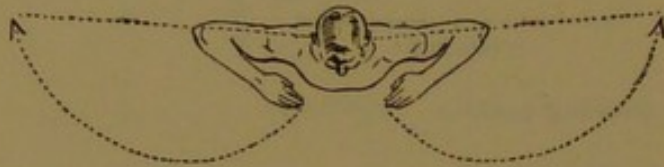


Hips firm standing position





Reach standing position



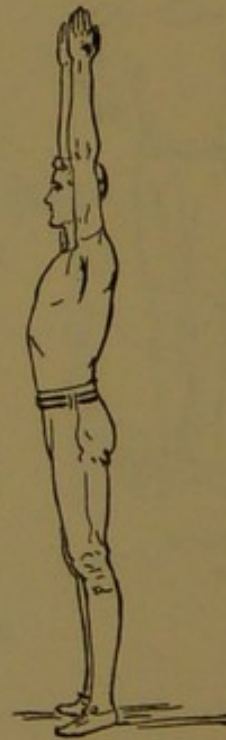
Cross-bend standing position



CORRECT



INCORRECT



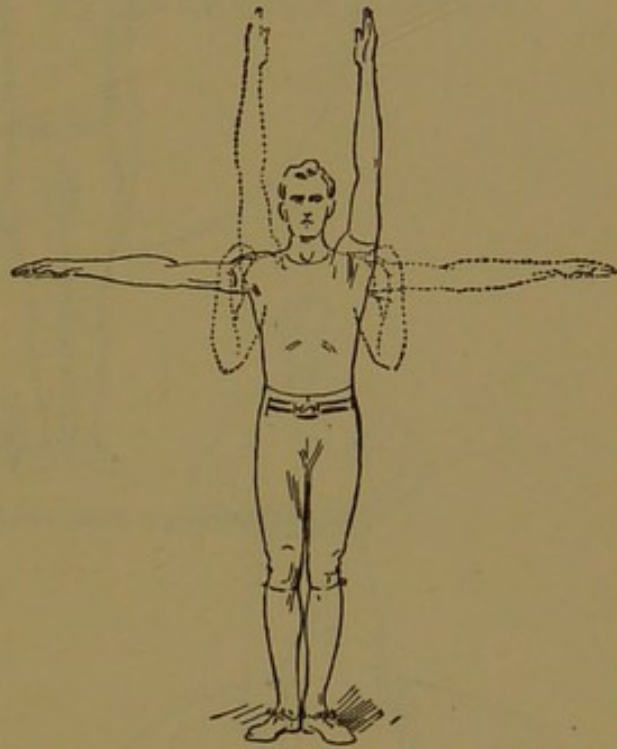
CORRECT

Stretch standing position

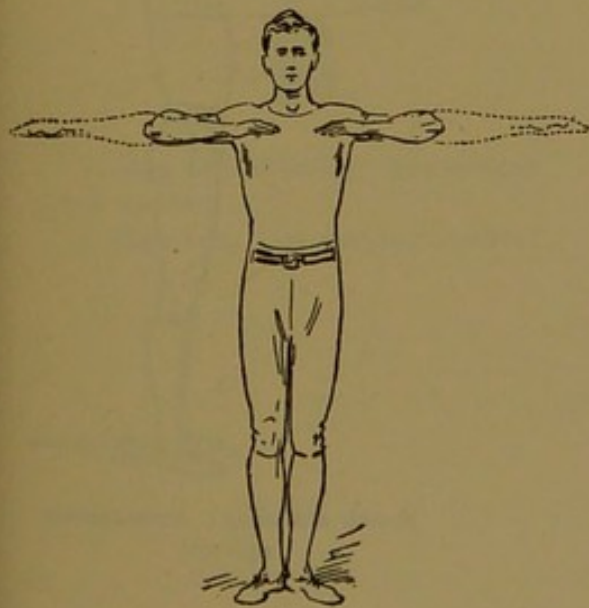
## ARM MOVEMENTS



Standing: arms stretching backward



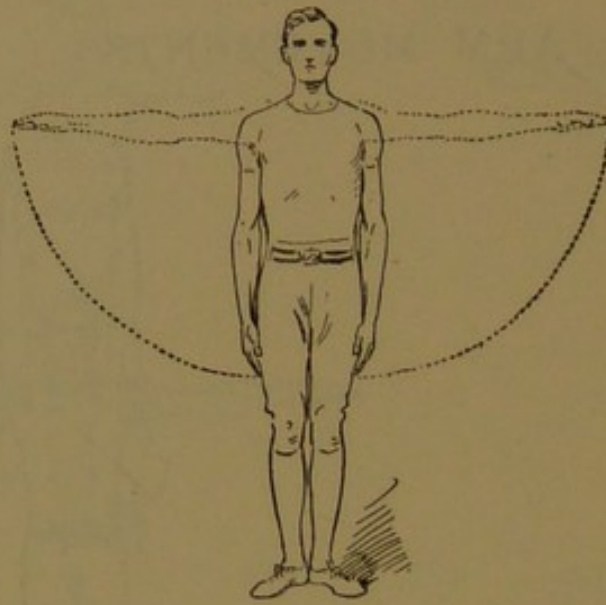
$\frac{1}{2}$ -stretch  $\frac{1}{2}$ -yard standing: arms changing



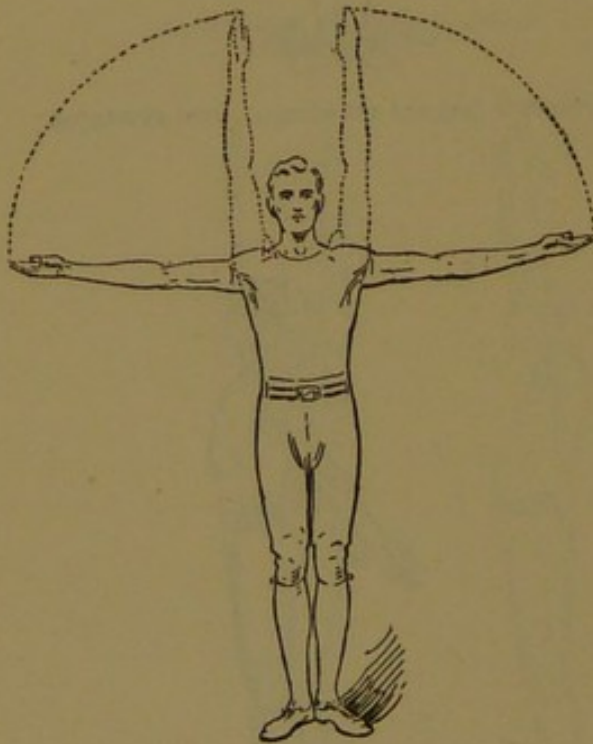
Cross-bend standing: arms flinging



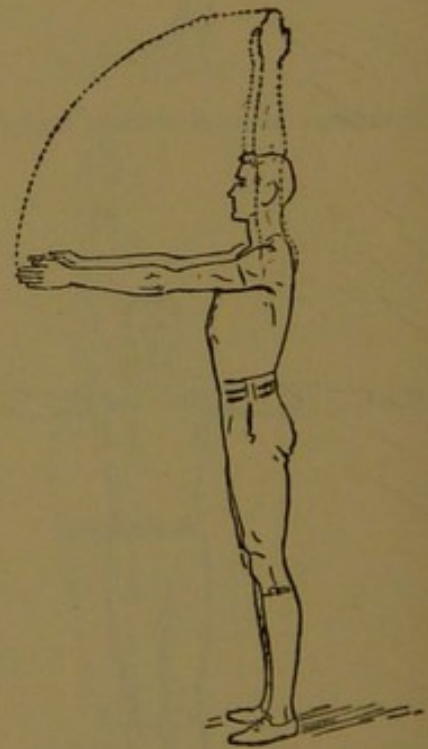
1. Speech standing position.
2. Standing: arms turning outward.



Standing: arms raising sideways

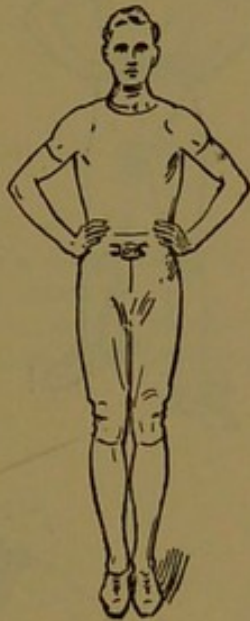


Yard standing: arms raising upward



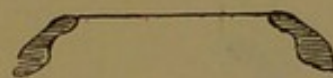
Reach standing: arms raising upward

LEG POSITIONS AND MOVEMENTS



1. Hips firm standing: feet closing and opening.

2. Hips firm, close standing position.



1. Hips firm standing: feet placing astride.

2. Hips firm, stride standing position.



1. Hips firm standing: feet placing forward (backward).
2. Hips firm, walk forward (backward) standing position.



1. Hips firm standing: feet placing outward (backward).
2. Hips firm, walk outward (back outward) standing position.



1. Hips firm standing: lunging outward (back outward).
2. Hips firm, lunge outward (back outward) standing position.



1. Standing: heels raising.
2. Toe standing position.

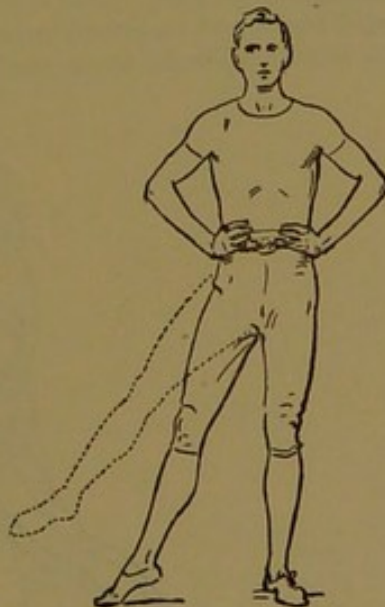


1. Hips firm standing: heels raising and knees bending.
2. Hips firm, spring standing position.



A

A. Hips firm, toe support backward, standing: leg raising backward.



B

B. Hips firm, toe support sideways, standing: leg raising sideways.



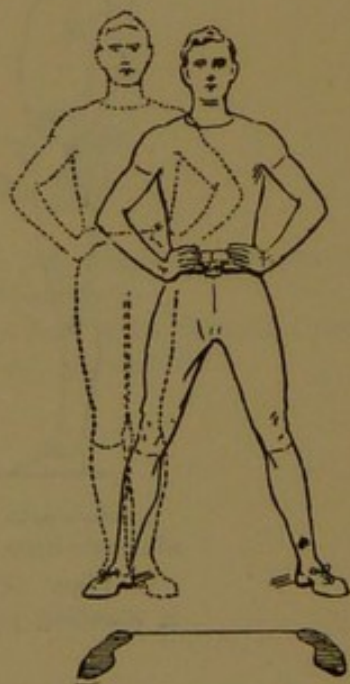
1. Hips firm standing: alternate knee raising.
2. Hips firm, crook  $\frac{1}{2}$  standing position.



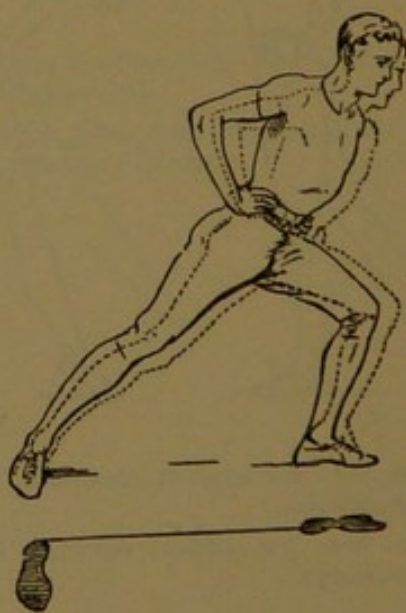
Hips firm, walk outward standing:  
heels raising and knees bending.



Hips firm, stride toe standing: al-  
ternate knee bending.

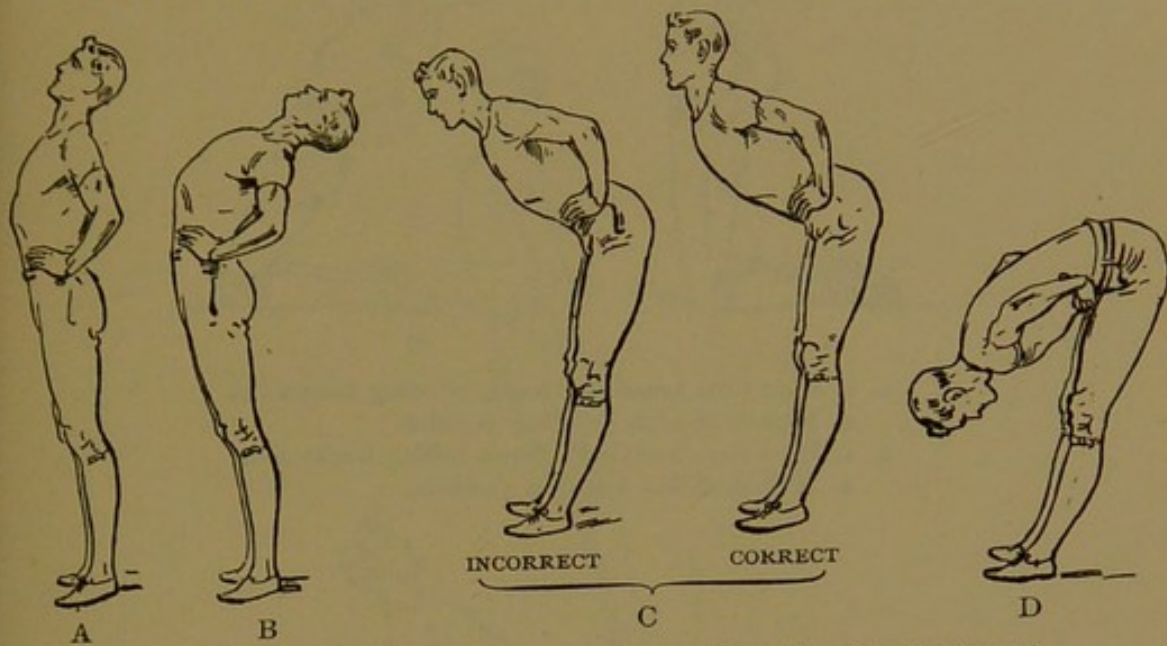


Hips firm standing: foot placing  
sideways.

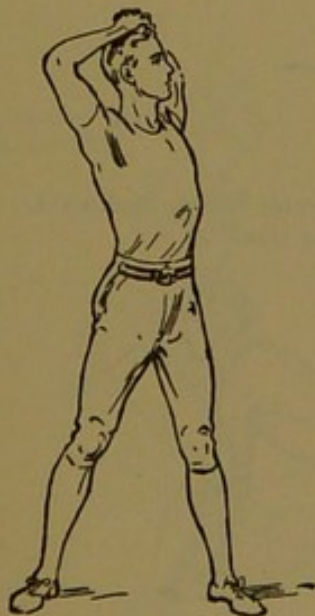


Hips firm, lunge outward stand-  
ing: heel raising.

TRUNK POSITIONS AND MOVEMENTS



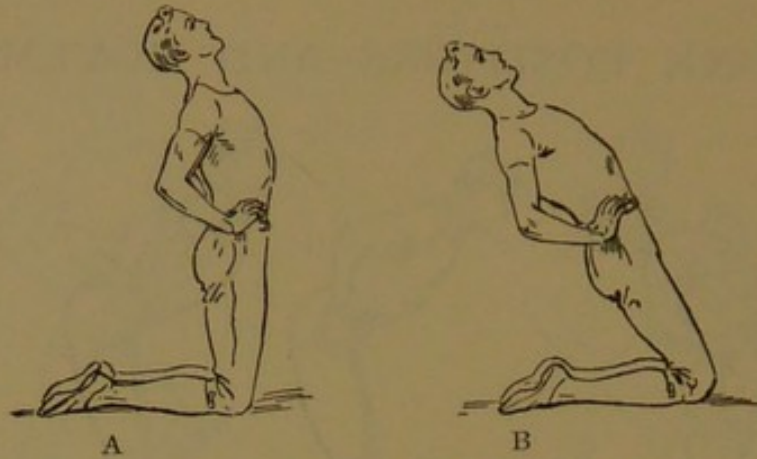
- A. 1. Hips firm standing: chest raising and head bending backward.
- 2. Hips firm high arch standing position.
- B. 1. Hips firm standing: trunk bending backward.
- 2. Hips firm low arch standing position.
- C. 1. Hips firm standing: trunk bending forward.
- 2. Hips firm stoop standing position.
- D. 1. Hips firm standing: trunk bending forward and downward.
- 2. Hips firm stoop standing: trunk bending downward.



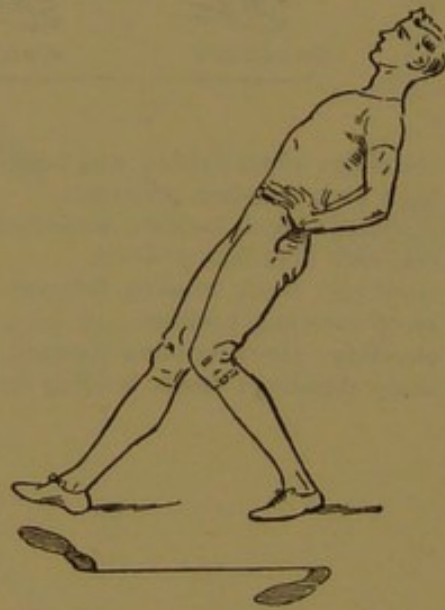
- 1. Crown firm stride standing: trunk turning.
- 2. Crown firm stride turn standing position.



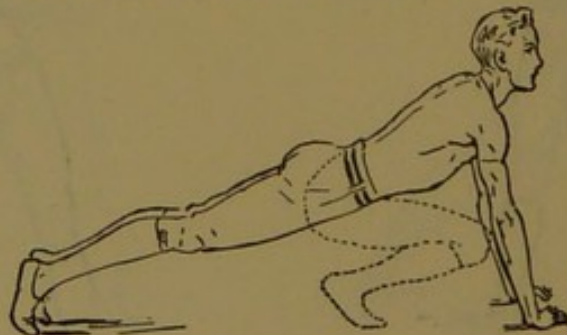
- Yard stride standing: trunk bending sideways.



- A. 1. Hips firm kneeling: trunk bending backward.  
 2. Hips firm arch kneeling position.
- B. 1. Hips firm kneeling: trunk falling backward.  
 2. Hips firm fall kneeling position.



1. Hips firm, walk forward standing: trunk falling backward.  
 2. Hips firm, walk forward, fall standing position.

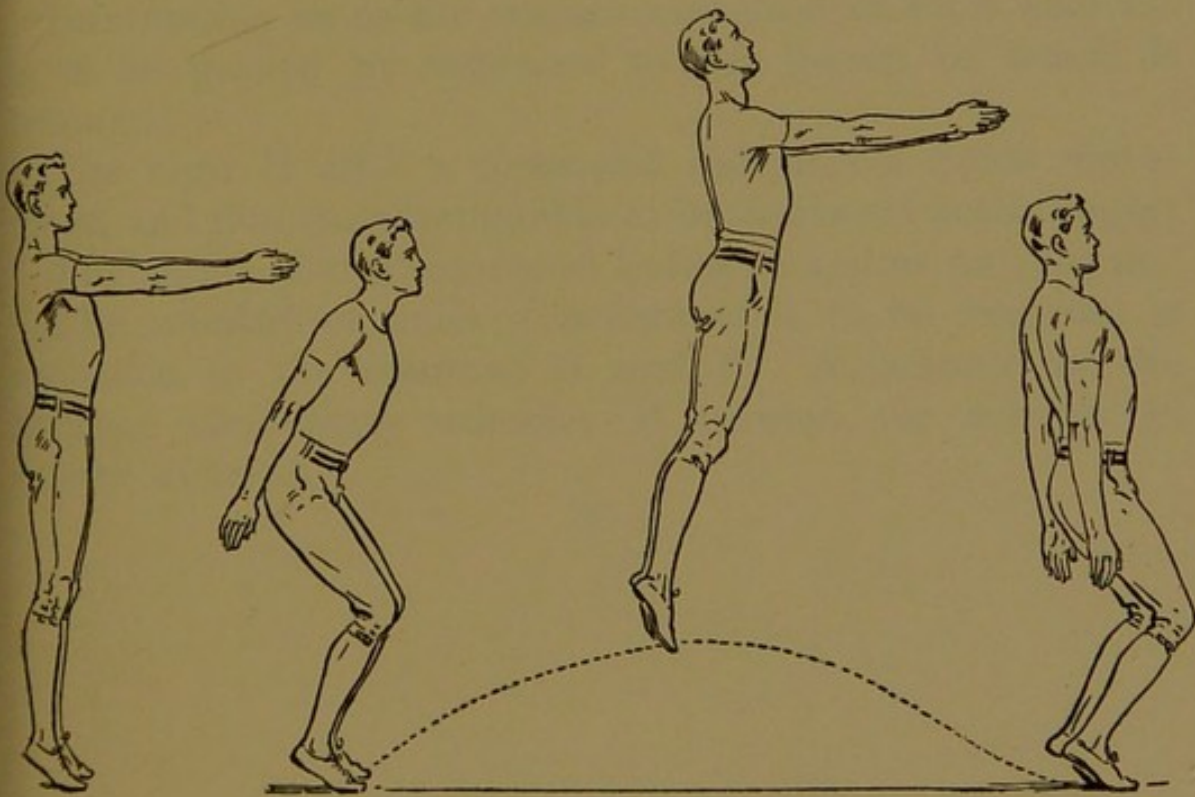


1. Squat position.  
 2. Squat position: alternate leg stretching backward.  
 3. Squat position: both legs stretching backward.  
 4. Prone falling position.

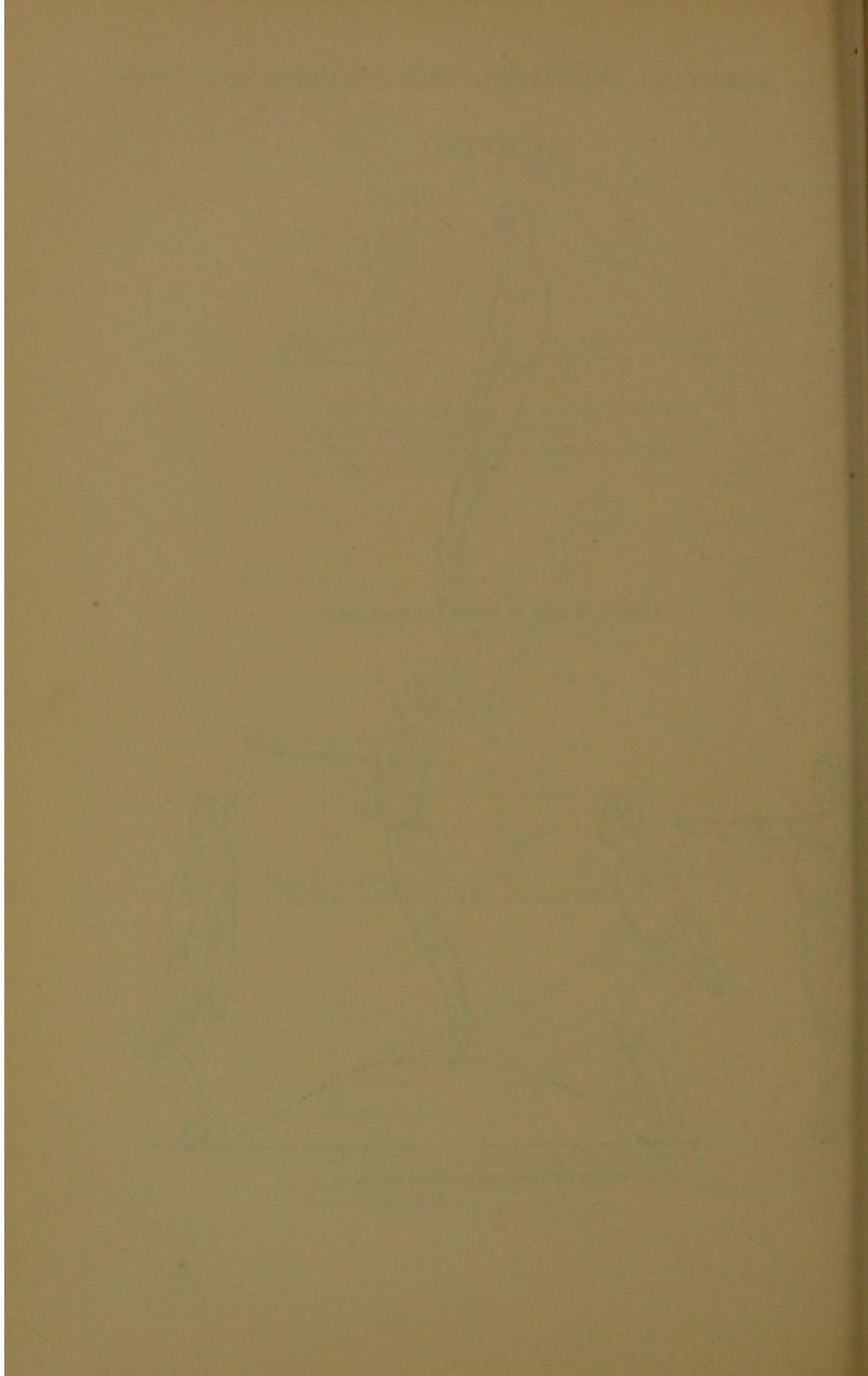
## JUMPING



Position of body at "three" upward jump



Standing jumping upward and forward



## SECTION XIX.—GENERAL INSTRUCTIONS FOR USING THE PROGRAMMES

Five series of programmes are given in this handbook. These are intended to cover the five years usually taken by children in passing from the infant to the supplementary departments.

Each series represents a year's work, except in the cases of supplementary boys and girls, which are intended to cover two years. Provision is thus made for the continued and co-ordinated training of scholars from seven to fourteen years of age.

Information as to the correct execution of each exercise is to be gained by reference to the group to which it belongs.

The sign !! after a command indicates a quick movement, and that the command is to be delivered accordingly.

The sign ! after a command indicates a slow movement.

The number of times a *movement* is to be executed is indicated in the columns A and B. A column for the average elementary school. B column for schools in poorer districts.

PROGRAMME I (a).

	Group.	Part.	Name of Exercise.	Command.	No. of Performances.		
					A	B	
Introductory.	Order ..	{ Starting position Movement ..	Form Class .. .. .	4 leaders—out!! 4 lines—fall in!! Distance forward—place!! Position!!	1	1	
			Standing. Face 90 degrees, Class counting [1, 2	Counting to 2, to the left—face!! Counting to 2, to the right—face!!	1	1	
Main.	Leg ..	{ Starting position Movement ..	Standing: Feet closing and opening, Class counting to 8 .. .. .	Counting to 8, feet closing and opening—begin!!	1	1	
			Bend standing .. .. . Arms stretching downward, Teacher counting to 8 .. .. .	Arms upward—bend! Arms stretching downward—1! 2! 3! 4! 5! 6! 7! 8! Position!!	2	2	
	Head ..	{ Starting position Movement ..	Hips firm standing .. .. . Head bending backward .. .. .	Hips—firm! Head backward—bend! Head—raise! Position!!	3	3	
			Standing. Marching in place .. .. .	In place—march!! Class—halt, 1, 2!!	3	3	
	Marching	{ Starting position Movement ..	297-302. Standing .. .. . Face 90 degrees by jump .. .. .	Position!! With a jump, to the left—face!! With a jump, to the right—face!!	4	4	
			Hips firm standing .. .. . Heels raising .. .. .	Hips—firm!! Feet—close!! Feet—open!! Heels—raise! Heels—lower! .. .. . Position!!	4	4	
	Game ..	See Paragraphs	{ Starting position Movement ..	Standing. Arms raising sideways (slowly) .. .. .	Slowly, arms sideways—raise! Arms—lower! .. .. .	3	3
				Standing. Deep breathing .. .. .	Breathe—in! Breathe—out! .. .. .	4	4
	Jumping	See Paragraphs	{ Starting position Movement ..	Standing. Face 90 degrees by jump .. .. .	Position!! With a jump, to the left—face!! With a jump, to the right—face!!	4	4
				Hips firm standing .. .. . Heels raising .. .. .	Hips—firm!! Feet—close!! Feet—open!! Heels—raise! Heels—lower! .. .. . Position!!	4	4
Leg ..	{ Starting position Movement ..	{ Starting position Movement ..	Standing. Arms raising sideways (slowly) .. .. .	Slowly, arms sideways—raise! Arms—lower! .. .. .	3	3	
			Standing. Deep breathing .. .. .	Breathe—in! Breathe—out! .. .. .	4	4	
Arm ..	{ Starting position Movement ..	{ Starting position Movement ..	Standing. Arms raising sideways (slowly) .. .. .	Slowly, arms sideways—raise! Arms—lower! .. .. .	3	3	
			Standing. Deep breathing .. .. .	Breathe—in! Breathe—out! .. .. .	4	4	
Breathing	{ Starting position Movement ..	{ Starting position Movement ..	Standing. Deep breathing .. .. .	Breathe—in! Breathe—out! .. .. .	4	4	
			Standing. Deep breathing .. .. .	Breathe—in! Breathe—out! .. .. .	4	4	
Closing.	Breathing	{ Starting position Movement ..	Standing. Deep breathing .. .. .	Breathe—in! Breathe—out! .. .. .	4	4	
			Standing. Deep breathing .. .. .	Breathe—in! Breathe—out! .. .. .	4	4	

PROGRAMME I (b).

Group.	Part.	Name of Exercise.	Command.	No. of Performances.	
				A	B
Introductory.	Order	Form Class .. .. .	(As before).		
		Standing. Step sideways one step, Class counting to 3 .. .. .	Counting to 3, one step to the left—march!! Counting to 3, one step to the right—march!!		
Main.	Leg	Hips firm standing .. .. .	Hips—firm!! Feet—close!! Feet—open!!	6	4
		Heels raising .. .. .	Heels—raise! Heels—lower! .. .. . Position!!		
Main.	Arm	Cross bend standing .. .. .	Arms across—bend!		
		Arms flinging (slowly at first, later quickly), Teacher counting to 8	Arms flinging (slowly) (quickly)—1! 2! 3! 4! 5! 6! 7! 8! .. .. . Position!!	2	2
Main.	Head	Hips firm standing .. .. .	Hips—firm!!		
		{ Head bending backward and Head turning (slowly) .. .. .	Head backward—bend! Head—raise! .. .. . Head turning, beginning to the left—1! 2! 3! 4! Beginning to the right—1! 2! 3! 4! .. .. . Position!!	3	3
Main.	Game	297-302.			
		Standing .. .. .	Position!!		
Main.	Jumping	Face 90 degrees by jump .. .. .	With a jump, to the left—face!! With a jump, to the right—face!!		
		Toe standing .. .. .	Feet—close!! Feet—open!! Heels—raise!		
Main.	Jumping	Skip jump .. .. .	Skip jump—begin!! Class—halt, 1, 2!! Heels—lower!		
		Standing: Feet closing and opening, Class counting to 8 .. .. .	Counting to 8, feet closing and opening—begin!!	1	1
Main.	Arm	Standing. Arms turning (slowly) .. .. .	Slowly, arms outward—turn! To the side—turn!	3	3
		Hips firm standing .. .. .	Hips—firm!!		
Main.	Breathing	Breathing .. .. .	Breathe—in! Breathe—out! .. .. . Position!!	4	4
Closing.	Breathing				

PROGRAMME II (a).

	Group.	Part.	Name of Exercise.	Command.	No. of Performances.		
					A	B	
Introductory.	Order	{ Starting position Movement ..	Form Class ..	(As before).			
	Head	{ Starting position Movement ..	Standing. Face 90 degrees, Class counting ..	Counting, to the left—face!! Counting, to the right—face!!	1	1	
	Leg	{ Starting position Movement ..	Head turning (quickly), Teacher counting ..	Head turning quickly, beginning to the left—1!! 2!! 3!! 4!!	3	3	
	Arm	{ Starting position Movement ..	Hips firm standing ..	Hips—firm!!	2	2	
	Spinal	{ Starting position Movement ..	Feet placing astride, Class counting ..	Counting to 2, feet astride—place!! Feet together—place!! ..	3	3	
	Main.	Marching	{ Starting position Movement ..	Bend standing ..	Arms upward—bend!!	2	2
		Game	{ Starting position Movement ..	Arms stretching sideways, Teacher counting to 8 ..	Arms stretching sideways—1!! 2!! 3!! 4!! 5!! 6!! 7!! 8!! ..	3	3
		Jumping	{ Starting position Movement ..	Hips firm standing ..	Hips—firm!!	3	3
			{ Starting position Movement ..	Trunk bending forward ..	Chest—raise! Trunk forward—bend! Trunk—raise! Chest—lower! ..	3	3
	Closing.	Leg	{ Starting position Movement ..	Standing. Marching in place ..	In place—march!! Class—halt, 1, 2!!	4	4
Arm		{ Starting position Movement ..	Standing. Face 90 degrees and 180 degrees by jump ..	Position!! With a jump, to the left—face!! With a jump, to the right—face!! With a jump, left about—face!! With a jump, right about—face!!	4	4	
Breathing		{ Starting position Movement ..	Toe standing ..	Feet—close!! Feet—open!! Heels—raise!	4	4	
		{ Starting position Movement ..	Skip jump, with facing 90 degrees ..	Skip jump, facing to the left every 4 jumps—begin!! Facing to the right every 4 jumps—begin!! Heels—lower!	3	3	
				Hips firm standing ..	Arms outward—turn! To the side—turn! ..	4	4
			Heels raising ..	Heels—lower! Heels—raise! Position!!	4	4	
			Standing. Arms turning (slowly) ..	Breathe—in! Breathe—out! ..	4	4	

PROGRAMME II (b).

	Group.	Part.	Name of Exercise.	Command.	No. of Performances.	
					A	B
Introductory.	Order	{ Starting position Movement ..	Form Class .. .. .	(As before).		
	Head	{ Starting position Movement ..	Standing. Feet closing and opening, Class counting to 6 .. .. .	Counting to 6, feet closing and opening—begin!!		
	Leg	{ Starting position Movement ..	Standing. Head bending backward .. .. .	Head backward—bend! Head—raise! .. .. .	3	3
Main.	Arm	{ Starting position Movement ..	Hips firm close standing .. .. . Heels raising .. .. .	With hips firm, feet—close!! Heels—raise! Heels—lower! .. .. . Open the feet—position!!	6	6
	Lateral	{ Starting position Movement ..	Reach standing .. .. . Arms parting (slowly and quickly), Teacher counting to 8 .. .. .	Arms forward—raise! Arms parting, slowly—1! 2! 3! 4! 5! 6! 7! 8! Quickly—1!! 2!! 3!! 4!! 5!! 6!! 7!! 8!! .. .. . Position!!	1	1
	Marching	{ Starting position Movement ..	Hips firm standing .. .. .	Hips—firm!!	2	2
	Jumping	{ Starting position Movement ..	{ Chest raising and trunk bending sideways .. .. .	{ Chest—raise! Trunk to the left—bend! Trunk—raise! Chest—lower! Chest—raise! Trunk to the right—bend! Trunk raise! Chest—lower! .. .. . Position!!		
Closing.	Leg	{ Starting position Movement ..	Standing. Marching forward .. .. .	Forward—march!! Open out! Class—halt, 1, 2!!		
	Arm	{ Starting position Movement ..	Hips firm toe standing .. .. . Stride skip jump .. .. .	Feet—close!! Feet—open!! Hips—firm!! Heels—raise! Stride skip jump—begin!! Class—halt, 1, 2!! Heels—lower! Position!!	3	3
	Breathing	{ Starting position Movement ..	Hips firm standing .. .. . Feet placing astride .. .. .	Hips—firm!! Counting to 2, feet astride—place!! Feet together—place!! .. .. . Position!!	3	3
			Arms raising sideways (slowly) .. .. .	Slowly, arms sideways—raise! Arms—lower! .. .. .	3	3
			Hips firm standing .. .. . Breathing, with head lifting backward	Hips—firm!! With head lifting backward, breathe—in! Breathe—out! .. .. . Position!!	4	4

PROGRAMME III (a).

Group.	Part.	Name of Exercise.	Command.	No. of Performances.		
				A	B	
Introductory.	Order	{ Starting position Movement ..	(As before).	1	1	
	Head	{ Starting position Movement ..	Counting, to the left—face!! To the right—face!! Head turning, beginning to the left—1!! 2!! 3!! 4!! Beginning to the right—1!! 2!! 3!! 4!! ..	1	1	
Main.	Leg	{ Starting position Movement ..	Counting to 3, one step to the left—march!! One step to the right—march!! ..	3	3	
	Arm	{ Starting position Movement ..	Arms upward—bend!! Arms stretching downward—1!! 2!! 3!! 4!! 5!! 6!! 7!! 8!! ..	2	2	
	Spinal	{ Starting position Movement ..	Position!! Hips—firm!! Chest—raise! Head backward—bend! Head—raise! Chest—lower! Position!!	3	2	
	Game	See Paragraphs	Position!!			
	Jumping	{ Starting position Movement ..	Standing ..	{ With a jump, to the left—face!! With a jump, to the right—face!! With a jump, left about—face!! With a jump, right about—face!!		
		{ Starting position Movement ..	{ Face 90 degrees and 180 degrees by jump ..	Feet—close!! Feet—open!! Heels—raise! Skip jump, facing to the left every 4 jumps—begin!! Facing to the right every 4 jumps—begin!! Heels—lower!		
	Leg	{ Starting position Movement ..	With hips firm, feet—close!! Heels—raise! Heels—lower! ..	3	3	
	Arm	{ Starting position Movement ..	Open the feet—position!! Arms sideways—raise! Arms—turn! Arms raising upward, slowly—1! 2! Arms—lower!	3	3	
	Breathing	{ Starting position Movement ..	Standing. Breathing, with head lifting backward	With head lifting backward, breathe—in! —out!	4	4

PROGRAMME III (b).

	Group.	Part.	Name of Exercise.	Command.	No. of Performances.	
					A	B
Introductory.	Order	{ Starting position Movement ..	Form Class .. .. .	(As before).		
	Head	{ Starting position Movement ..	Standing. Step sideways one step, Class counting to 3 .. .. .	Counting to 3, one step to the left—march!! One step to the right—march!!		
	Leg	{ Starting position Movement ..	Head bending backward .. .. .	Head backward—bend! Head—raise! .. .. .	3	3
Main.	Arm	{ Starting position Movement ..	Bend standing .. .. .	Feet—close!! Feet—open!! Arms upward—bend!!	6	6
	Lateral	{ Starting position Movement ..	Heels raising .. .. .	Heels—raise! Heels—lower! .. .. .	1	1
	Marching	{ Starting position Movement ..	Yard standing (palms up) .. .. .	Position!!		
	Running	{ Starting position Movement ..	Arms raising upward (slowly and quickly), Teacher counting to 8 .. .. .	Arms sideways—raise! Arms—turn! Arms raising upward, slowly—1! 2! 3! 4! 5! 6! 7! 8! Quickly—1! 2! 3! 4! 5! 6! 7! 8! Position!!	2	2
	Jumping	{ Starting position Movement ..	Hips firm kneeling .. .. .	Kneeling—place!! Hips—firm!!		
	Jumping	{ Starting position Movement ..	Trunk turning .. .. .	Trunk to the left—turn! Forward—turn! Trunk to the right—turn! Forward—turn! .. .. .		
	Jumping	{ Starting position Movement ..	Hips firm toe standing .. .. .	Forward—march!! Open out! Class halt, 1, 2!!		
	Jumping	{ Starting position Movement ..	Jumping forward (short jumps) .. .. .	Feet—close!! Feet—open!! Heels—raise! In place—run!! Class—halt, 1, 2, 3, 4!! Heels—lower!		
	Jumping	{ Starting position Movement ..	Hips firm toe standing .. .. .	Feet—close!! Feet—open!! Hips—firm!! Heels—raise!		
	Jumping	{ Starting position Movement ..	Stride skip jump .. .. .	Forward jump—go!! go!! (&c.). Heels—lower! Position!!		
Closing.	Leg	{ Starting position Movement ..	Hips firm standing .. .. .	Feet—close!! Feet—open!! Hips—firm!! Heels—raise!	3	3
	Leg	{ Starting position Movement ..	Feet placing astride, Class counting .. .. .	Stride skip jump—begin!! Class—halt, 1, 2!! Heels—lower! Position!!		
	Arm	{ Starting position Movement ..	Standing. Arms turning (slowly) .. .. .	Counting to 2, feet astride—place!! Feet together—place!! .. .. .		
	Breathing	{ Starting position Movement ..	Breathing .. .. .	Position!!	3	3
Closing.	Arm	{ Starting position Movement ..	Arms outward—turn! To the side—turn! .. .. .	Arms outward—turn! To the side—turn! .. .. .	3	3
	Breathing	{ Starting position Movement ..	Hips firm standing .. .. .	Hips—firm!!		
	Breathing	{ Starting position Movement ..	Breathing .. .. .	Breathe—in! Breathe—out! .. .. .	4	4
	Breathing	{ Starting position Movement ..	Breathing .. .. .	Position!!		

PROGRAMME IV (a).

	Group.	Part.	Name of Exercise.	Command.	No. of Performances.	
					A	B
Introductory.	Order	{ Starting position Movement ..	Form Class .. .. . Hips firm standing .. .. . Feet closing and opening, Class counting to 6 .. .. .	(As before). Hips—firm !! Counting to 6, feet closing and opening—begin !! Position !!	1	1
	Head	{ Starting position Movement ..	Standing. Head turning .. .. .	Head turning, beginning to the left—1!! 2!! 3!! 4!! Beginning to the right—1!! 2!! 3!! 4!! ..	1	1
	Leg	{ Starting position Movement ..	Hips firm stride standing .. .. . Heels raising .. .. .	With hips firm, feet astride—place !! Heels—raise! Heels—lower! .. .. . In 2 counts—position !!	6	6
	Arm	{ Starting position Movement ..	Standing. Arms stretching forward and side- ways, Teacher counting to 8 ..	Arms stretching, forward and sideways—1!! 2!! 3!! 4!! 5!! 6!! 7!! 8!! Position !!	2	2
Main.	Spinal	{ Starting position Movement ..	Hips firm standing .. .. . Trunk bending forward .. .. .	Hips—firm !! With chest raise, trunk forward—bend !! With chest lower, trunk—raise!! .. .. . Position !!	3	2
	Game	See Paragraphs	297-302.	Position !! Feet—close !! Feet—open !! Hips— firm !! Heels—raise! Forward jump—go !! go !! (&c.). Heels—lower! Position !!		
	Jumping	{ Starting position Movement ..	Jumping forward (short jumps) ..	Feet—close !! Feet—open !! Heels—raise! Skip jump, facing to the left every 4 jumps—begin !! Facing to the right every 4 jumps—begin !! Heels—lower!		
Closing.	Jumping	{ Starting position Movement ..	Toe standing .. .. . Skip jump with facing 90 degrees	Feet—close !! Feet—open !! Arms upward—bend !! Heels—raise! Heels—lower! .. .. . Position !!	3	3
	Leg	{ Starting position Movement ..	Bend standing .. .. . Heels raising .. .. .	Arms forward—raise! Arms—lower! Hips—firm !! Breathe—in! Breathe—out! .. .. . Position !!	3	3
	Arm	{ Starting position Movement ..	Standing. Arms raising forward (slowly) ..			
	Breathing	{ Starting position Movement ..	Hips firm standing .. .. . Breathing .. .. .			

PROGRAMME IV (b).

Group.	Part.	Name of Exercise.	Command.	No. of Performances.		
				A	B	
Introductory.	Order ..	{ Starting position Movement ..	(As before).			
	Head ..	{ Starting position Movement ..	Counting, to the left—face!! To the right—face!!			
	Leg ..	{ Starting position Movement ..	Head backward—bend! Head—raise! .. ..	3	3	
	Arm ..	{ Starting position Movement ..	Feet—close!! Feet—open!! Arms upward—bend!! Heels—raise! Heels—lower! .. ..	6	6	
Main.	Arm ..	{ Starting position Movement ..	Position!! Arms forward—raise! Arms parting, slowly—1! 2! 3! 4! 5! 6! 7! 8! Quickly—1! 2! 3! 4! 5! 6! 7! 8! Position!!	1	1	
	Lateral ..	{ Starting position Movement ..	Hips—firm!! With chest raise, trunk to the left—bend! With chest lower, trunk—raise! With chest raise, trunk to the right—bend! With chest lower, trunk—raise! .. ..	2	2	
	Marching	{ Starting position Movement ..	Position!! Hips—firm!! With knees raising, in place—march!! Class—halt, 1, 2!! Position!!	12	12 steps	
	Marching	{ Starting position Movement ..	Forward—march!! Open out! Class—halt, 1, 2!!			
	Jumping	{ Starting position Movement ..	Feet—close!! Feet—open!! Hips—firm!! Heels—raise! Stride skip jump—begin!! Class—halt, 1, 2!! Heels—lower! Position!!			
	Leg ..	{ Starting position Movement ..	With hips firm, feet astride—place!! Heels—raise! Heels—lower! .. ..	4	4	
	Arm ..	{ Starting position Movement ..	In 2 counts—position!!			
	Breathing	{ Starting position Movement ..	Arms sideways—raise! Arms—lower! .. ..	3	3	
				With head lifting backward, breathe—in! Breathe—out! .. ..	4	4
	Closing.					

## PROGRAMME V (a).

	Group.	Part.	Name of Exercise.	Command.	No. of Performances.	
					A	B
Introductory.	Order ..	{ Starting position Movement ..	Form Class .. .. .	(As before).		
	Head ..	{ Starting position Movement ..	Hips firm standing .. .. . Feet closing and opening, Class counting to 6 .. .. .	Hips—firm!! Counting to 6, feet closing and opening—begin!! Position!!		
	Leg ..	{ Starting position Movement ..	Standing. Head turning .. .. .	Head turning, beginning to the left—1!! 2!! 3!! 4!! Beginning to the right—1!! 2!! 3!! 4!! .. .. .		1
Main.	Leg ..	{ Starting position Movement ..	Standing. Step sideways one step, Class counting to 3 .. .. .	Counting to 3, one step to the left—march!! One step to the right—march!! .. .. .		3
	Arm ..	{ Starting position Movement ..	Standing. Arms stretching sideways and downward, Teacher counting [to 8	Arms stretching sideways and downward—1!! 2!! 3!! 4!! 5!! 6!! 7!! 8!! .. .. .		2
	Spinal ..	{ Starting position Movement ..	Hips firm standing .. .. . Chest raising and head bending backward .. .. .	Hips—firm!! With chest raise, head backward—bend! With chest lower, head—raise! .. .. . Position!!		3
	Game ..	See Paragraphs	297-302.			2
Closing.	Jumping	{ Starting position Movement ..	Toe standing .. .. . Skip jump moving forward .. .. .	Position!! Feet—close!! Feet—open!! Heels—raise! Skip jump, moving forward—begin!! Class—halt, 1, 2!! Heels—lower!		4
	Leg ..	{ Starting position Movement ..	Hips firm stride standing .. .. . Heels raising .. .. .	With hips firm, feet astride—place!! Heels—raise! Heels—lower! .. .. . In 2 counts—position!!		4
Closing.	Arm ..	{ Starting position Movement ..	Yard standing (palms up) .. .. . Arms raising upward (slowly) .. .. .	Arms sideways—raise! Arms—turn! Arms raising upward—1! 2! .. .. . Arms—lower!		3
	Breathing	{ Starting position Movement ..	Standing. Breathing .. .. .	Breathe—in! Breathe—out! .. .. .		4

PROGRAMME V (b).

Group.	Part.	Name of Exercise.	Command.	No. of Performances.	
				A	B
Introductory.	Order ..	{ Starting position .. Movement ..	(As before). Counting to 3; one step to the left—march!! One step to the right—march!!	1	1
	Head ..	{ Starting position .. Movement ..	Head backward—bend! Head—raise! .. Feet—close!! Feet—open!! Arms upward—bend!!	3	3
Main.	Leg ..	{ Starting position .. Movement ..	Heels—raise! Heels—lower! .. Position!!	6	6
	Arm ..	{ Starting position .. Movement ..	Arms sideways—raise! Arms—turn! Arms raising upward, slowly—1! 2! 3! 4! 5! 6! 7! 8! Quickly—1!! 2!! 3!! 4!! 5!! 6!! 7!! 8!! .. Position!!	1	1
Main.	Lateral ..	{ Starting position .. Movement ..	Hips—firm!! { With chest raise, trunk to the left—turn! With chest lower, trunk forward—turn! With chest raise, trunk to the right—turn! With chest lower, trunk forward—turn! .. Position!!	2	2
	Running	{ Starting position .. Movement ..	Feet—close!! Feet—open!! Heels—raise! In place—run!! Class—halt, 1, 2, 3, 4!! Heels—lower!		
Main.	Marching	{ Starting position .. Movement ..	Forward—march!! Open out! Class—halt, 1, 2!! Feet—close!! Feet open!! Hips—firm!! Heels—raise!		
	Jumping	{ Starting position .. Movement ..	Forward jump—go!! go!! (&c.). Heels—lower! Position!!		
Main.	Jumping	{ Starting position .. Movement ..	Feet—close!! Feet—open!! Heels—raise! Stride skip jump—begin!! Class—halt, 1, 2!! Heels—lower!		
	Leg ..	{ Starting position .. Movement ..	Counting to 3; one step to the left—march!! One step to the right—march!! .. ..	2	2
Closing.	Arm ..	{ Starting position .. Movement ..	Arms outward—turn! To the side—turn! .. Hips—firm!!	3	3
	Breathing	{ Starting position .. Movement ..	With head lifting backward, breathe—in! Breathe—out! .. Position!!	4	4

PROGRAMME VI (a).

Group.	Part.	Name of Exercise.	Command.	No. of Performances.		
				A	B	
Introductory.	Order	{ Starting position .. Movement ..	(As before).			
	Head	{ Starting position .. Movement ..	Counting, to the left—face!! To the right—face!!	1	1	
	Leg	{ Starting position .. Movement ..	Head turning, beginning to the left—1!! 2!! 3!! 4!! Beginning to the right—1!! 2!! 3!! 4!! ..	1	1	
	Arm	{ Starting position .. Movement ..	With hips firm, feet astride—place!! Heels—raise! Heels—lower! ..	6	6	
	Arm	{ Starting position .. Movement ..	In 2 counts—position!!			
	Spinal	{ Starting position .. Movement ..	Arms stretching sideways and downward—1!! 2!! 3!! 4!! 5!! 6!! 7!! 8!! ..	2	2	
	Abdominal	{ Starting position .. Movement ..	Hips—firm!!	3	2	
	Game	See Paragraphs	Trunk forward—bend! Trunk—raise! .. Position!!	3	2	
	Jumping	{ Starting position .. Movement ..	Squat down—place!! Position!! ..	4	3	
	Jumping	{ Starting position .. Movement ..	Position!! With a jump, to the left—face!! With a jump, to the right—face!!			
Main.	Jumping	{ Face 90 degrees and 180 degrees .. Movement ..	{ With a jump, left about—face!! With a jump, right about—face!!			
	Jumping	{ Starting position .. Movement ..	Feet—close!! Feet—open!! Heels—raise! Skip jump, moving forward—begin!! Class— halt, 1, 2!!			
	Leg	{ Starting position .. Movement ..	Heels—lower!	4	4	
	Arm	{ Starting position .. Movement ..	With arms upward bend, feet—close!! Heels—raise! Heels—lower! ..	4	4	
	Breathing	{ Starting position .. Movement ..	Open the feet—position!!			
	Closing.	Arm	Arms raising sideways (slowly) ..	Arms sideways—raise! Arms—lower! ..	3	3
		Breathing	Hips firm standing .. Breathing, with head lifting back- ward	Hips—firm!! With head lifting backward, breathe—in! Breathe—out! ..	4	4
				Position!!		

PROGRAMME VI (b).

	Group.	Part.	Name of Exercise.	Command.	No. of Performances.	
					A	B
Introductory.	Order	{ Starting position Movement ..	Form Class .. .. .	(As before).		
		{ Starting position Movement ..	Hips firm standing .. .. . Feet closing and opening, Class counting to 6 .. .. .	Hips—firm!! Counting to 6, feet closing and opening—begin!! Position!!		
	Head	{ Starting position Movement ..	Standing. Head bending backward .. .. .	Head backward—bend! Head—raise!	.. .. .	3
		{ Starting position Movement ..	Bend close standing .. .. . Heels raising .. .. .	With arms upward bend, feet—close!! Heels—raise! Heels—lower! .. .. . Open the feet—position!!	.. .. .	6
Main.	Arm	{ Starting position Movement ..	Cross bend standing .. .. . Arms flinging, Teacher counting [to 8	Arms across—bend!! Arms flinging—1!! 2!! 3!! 4!! 5!! 6!! 7!! 8!! .. .. . Position!!	.. .. .	2
		{ Starting position Movement ..	Hips firm standing .. .. . Chest raising and trunk bending sideways .. .. .	Hips—firm!! Trunk to the left—bend! Trunk—raise! Trunk to the right—bend! Trunk—raise! .. .. . Position!!	.. .. .	2
	Marching	{ Starting position Movement ..	Standing. Marching forward .. .. .	Forward—march!! Open out! Class—halt, 1, 2!!	.. .. .	
		{ Starting position Movement ..	Hips firm toe standing .. .. . Stride skip jump .. .. .	Feet—close!! Feet—open!! Hips—firm!! Heels —raise! Stride skip jump—begin!! Class—halt, 1, 2!! Heels—lower! Position!!	.. .. .	
Closing.	Leg	{ Starting position Movement ..	Hips firm stride standing .. .. . Heels raising .. .. .	With hips firm, feet astride—place!! Heels—raise! Heels—lower! .. .. . In 2 counts—position!!	.. .. .	4
		{ Starting position Movement ..	Standing. Arms turning (slowly) .. .. .	Arms outward—turn! To the side—turn! .. .. .	.. .. .	3
	Breathing	{ Starting position Movement ..	Standing. Breathing .. .. .	Breathe—in! Breathe—out! .. .. .	.. .. .	4

## PROGRAMME I (a).

	Group.	Part.	Name of Exercise.	Command.	No. of Performances.	
					A	B
Introductory.	Order	{ Starting position Movement ..	Form Class .. .. .	4 leaders—out!! 4 lines—fall in!! Distance forward—place!! Position!!	1	1
	Head	{ Starting position Movement ..	Standing. Face 90 degrees, Class counting [to 2	Counting to 2, to the right—face!! Counting to 2, to the left—face!!	1	1
Main.	Leg	{ Starting position Movement ..	Standing. Head turning.. .. .	Head turning, beginning to the left—1!! 2!! 3!! 4!! Beginning to the right—1!! 2!! 3!! 4!! .. .	3	3
	Arm	{ Starting position Movement ..	Hips firm standing .. .. . Feet placing astride, Class counting to 2 .. .. .	Hips—firm!! Counting to 2, feet astride—place!! Feet together—place!! .. . Position!!	3	3
	Spinal	{ Starting position Movement ..	Standing. Arms stretching forward and upward, Teacher counting to 8 ..	Arms stretching forward and upward—1!! 2!! 3!! 4!! 5!! 6!! 7!! 8!! .. . Arms downward stretch—1!! 2!!	2	2
	Abdominal	{ Starting position Movement ..	Hips firm standing .. .. . Chest raising and head bending backward .. .. .	Hips—firm!! Chest—raise! Head backward—bend! Head—raise! Chest—lower! .. . Position!!	3	2
	Game	See Paragraphs	Standing. " Squat position .. .. .	Squat down—place!! Position!! .. .	4	3
	Jumping	{ Starting position Movement ..	297-302. Toe standing .. .. .	Position!! Feet—close!! Feet—open!! Heels—raise! Stride skip jump—begin!! Class—halt, 1, 2!! Heels—lower!	4	4
	Leg	{ Starting position Movement ..	Stride skip jump .. .. .	Feet—close!! Feet—open!! Arms upward—bend!! Heels—raise! Heels—lower! .. . Position!!	4	4
	Arm	{ Starting position Movement ..	Bend standing .. .. . Heels raising .. .. .	Arms sideways—raise! Arms—turn! Arms raising upward—1! 2! .. . Arms—lower!	3	3
	Breathing	{ Starting position Movement ..	Yard standing (palms up) .. .. . Arms raising upward (slowly) .. .. .	Hips—firm!! Breathe—in! Breathe—out! .. . Position!!	4	4
	Closing.					

PROGRAMME I (b).

Group.	Part.	Name of Exercise.	Command.	No. of Performances.		
				A	B	
Introductory.	Order	{ Starting position Movement ..	(As before). Counting to 3, one step to the left—march!! One step to the right—march!!	3	3	
	Head	{ Starting position Movement ..	Head backward—bend! Head—raise! ..	3	3	
	Leg	{ Starting position Movement ..	Feet—close!! Feet—open!! Arms upward—bend!! Heels—raise! Heels—lower! ..	6	6	
	Arm	{ Starting position Movement ..	Position!! Arms forward—raise! Arms parting, slowly—1! 2! 3! 4! 5! 6! 7! 8! Quickly—1! 2! 3! 4! 5! 6! 7! 8! ..	1	1	
Main.	Lateral	{ Starting position Movement ..	With hips firm, feet—close!! Chest—raise! Trunk to the left—bend! Trunk—raise! Chest—lower! Chest—raise! Trunk to the right—bend! Trunk—raise! Chest—lower! ..	2	2	
	Marching	{ Starting position Movement ..	Open the feet—position!! Forward—march!! Open out!! Class—halt, 1, 2!!			
	Jumping	{ Starting position Movement ..	With a jump, to the left—face!! With a jump, to the right—face!! With a jump, left about—face!! With a jump, right about—face!!			
	Jumping	{ Starting position Movement ..	Feet—close!! Feet—open!! Heels—raise! Skip jump, facing to the left every 4 jumps—begin!! Facing to the right every 4 jumps—begin!! Heels—lower!			
	Leg	{ Starting position Movement ..	Counting to 3, one step to the left—march!! One step to the right—march!! ..	3	3	
	Head	{ Starting position Movement ..	Head backward—bend! Head—raise! ..	3	3	
	Breathing	{ Starting position Movement ..	With arms raising sideways, breathe—in! Breathe—out! ..	4	4	
	Closing.	Order	{ Starting position Movement ..	Form Class ..		
		Head	{ Starting position Movement ..	Standing. Step sideways one step, Class counting to 3 ..		
		Leg	{ Starting position Movement ..	Standing. Head bending backward ..		
Arm		{ Starting position Movement ..	Bend standing .. Heels raising ..			
Lateral		{ Starting position Movement ..	Reach standing .. Arms parting (slowly and quickly), Teacher counting to 8 ..			
Marching		{ Starting position Movement ..	Hips firm close standing ..			
Jumping		{ Starting position Movement ..	{ Chest raising and trunk bending sideways ..			
Leg		{ Starting position Movement ..	Standing. Marching forward ..			
Head		{ Starting position Movement ..	Standing. Face 90 degrees and 180 degrees by jump ..			
Breathing		{ Starting position Movement ..	Toe standing .. Skip jump, facing 90 degrees ..			

## PROGRAMME II (a).

	Group.	Part.	Name of Exercise.	Command.	No. of Performances.	
					A	B
Introductory.	Order	{ Starting position Movement ..	Form Class .. .. .	(As before).	1	
	Head	{ Starting position Movement ..	Hips firm standing .. .. . Feet closing and opening, Class counting to 10 .. .. .	Hips—firm!! Counting to 10, feet closing and opening—begin!! Position!!	1	1
Main.	Leg	{ Starting position Movement ..	Standing. Head turning .. .. .	Head turning, beginning to the left—1!! 2!! 3!! 4!! Beginning to the right—1!! 2!! 3!! 4!! .. .. .	6	6
	Arm	{ Starting position Movement ..	Hips firm stride standing .. .. . Heels raising .. .. .	Counting to 2, with hips firm, feet astride—place!! Heels—raise! Heels—lower! .. .. . In 2 counts—position!!	2	2
	Spinal	{ Starting position Movement ..	Standing. Arms stretching forward and sideways, Teacher counting to 8 .. .. .	Arms stretching forward and sideways—1!! 2!! 3!! 4!! 5!! 6!! 7!! 8!! .. .. . Position!!	3	2
	Game	See Paragraphs	Bend standing .. .. . Trunk bending forward .. .. .	Arms upward—bend!! Chest—raise! Trunk forward—bend! Trunk— raise! Chest—lower! .. .. . Position!!	3	2
Closing.	Jumping	{ Starting position Movement ..	Hips firm toe standing .. .. . Stride skip jump .. .. .	Position!! Feet—close!! Feet—open!! Hips— firm!! Heels—raise! Stride skip jump—begin!! Class—halt, 1, 2!! Heels—lower! Position!!	4	4
	Arm	{ Starting position Movement ..	Hips firm close standing .. .. . Heels raising .. .. .	With hips firm, feet—close!! Heels—raise! Heels—lower! .. .. . Open the feet—position!!	3	3
	Breathing	{ Starting position Movement ..	Yard standing .. .. . Arms turning (slowly) .. .. . Standing. Breathing, with head lifting back- ward	Arms sideways—raise! Arms turning—1! 2! .. .. . Arms lower! With head lifting backward, breathe—in! —out! .. .. .	4	4

PROGRAMME II (b).

Group.	Part.	Name of Exercise.	Command.	No. of Performances.		
				A	B	
Introductory.	Order ..	Form Class .. .. .	(As before).			
	Head ..	Standing. Face 90 degrees, Class counting ..	Counting, to the left—face!! To the right—face!!			
	Leg ..	Standing. Head bending backward .. ..	Head backward—bend! Head—raise! .. ..	3	3	
	Arm ..	Bend close standing .. .. Heels raising .. ..	With arms upward bend, feet—close!! Heels—raise! Heels—lower! .. .. Open the feet—position!!	6	6	
Main.	Arm ..	Cross bend standing .. .. Arms flinging, Teacher counting [to 8	Arms across—bend!! Arms flinging—1!! 2!! 3!! 4!! 5!! 6!! 7!! 8!! ..	2	2	
	Lateral ..	Hips firm kneeling .. .. Trunk turning (quickly) .. ..	Position!! Kneeling—place!! Hips—firm!! Trunk to the left—turn!! Forward—turn!! Trunk to the right—turn!! Forward—turn!! .. .. Position!!	2	2	
	Marching	Standing. Marching forward .. ..	Forward—march!! Open out! Class—halt, 1, 2!!			
	Running	Toe standing .. .. Running in place .. ..	Feet—close!! Feet—open!! Heels—raise! In place—run!! Class—halt, 1, 2, 3, 4!! Heels—lower!			
	Jumping	Toe standing .. .. Skip jump, moving forward .. ..	Feet—close!! Feet—open!! Heels—raise! Skip jump, moving forward—begin!! Class—halt, 1, 2!! Heels—lower!			
	Leg ..	Hips firm stride standing .. .. Heels raising .. ..	Counting to 2, with hips firm, feet astride—place!! Heels—raise! Heels—lower! .. .. In 2 counts—position!!	4	4	
	Arm ..	Standing. Arms raising forward (slowly) ..	Arms forward—raise! Arms—lower! .. ..	3	3	
	Breathing	Hips firm standing .. .. Breathing, with head lifting backward [ward	Hips—firm!! With head lifting backward, breathe—in! Breathe—out! .. .. Position!!	4	4	
	Closing.					

PROGRAMME III (a).

Group.	Part.	Name of Exercise.	Command.	No. of Performances.		
				A	B	
Introductory.	Order	{ Starting position Movement ..	(As before). Counting to 3; one step to the left—march!! One step to the right—march!!	1	1	
	Head	{ Starting position Movement ..	Head turning, beginning to the left—1!! 2!! 3!! 4!! Beginning to the right—1!! 2!! 3!! 4!! ..	1	1	
	Leg	{ Starting position Movement ..	Arms upward—bend!! Counting, feet astride—place!! Feet together—place!! .. .. .. .. .. Position!!	3	3	
	Arm	{ Starting position Movement ..	Arms stretching forward, sideways and downward—1!! 2!! 3!! 4!! 5!! 6!! .. .. .. ..	3	3	
Main.	Spinal	{ Starting position Movement ..	Hips—firm!! With chest raise, head backward—bend! With chest lower, head—raise! .. .. .. Trunk forward—bend! Trunk—raise! .. .. .. Position!!	3	2	
	Game	See paragraphs		3	2	
	Jumping	{ Starting position Movement ..	Standing .. .. .. .. .. 297-302.	Position!! { With a jump, to the left—face!! With a jump, to the right—face!! With a jump, left about—face!! With a jump, right about—face!!		
		{ Starting position Movement ..	{ Face 90 degrees and 180 degrees by jump .. .. .. .. ..	Feet—close!! Feet—open!! Heels—raise! Stride skip jump, with arms raising sideways—begin!! Class—halt, 1, 2!!		
	Leg	{ Starting position Movement ..	Toe standing .. .. .. .. .. Stride skip jump, with arms raising sideways .. .. .. .. ..	Heels—lower! Crown—firm! Heels—raise! Heels—lower! .. .. .. ..	4	4
		{ Starting position Movement ..	Yard standing (palms up) .. .. .. .. Arms raising upward (slowly) .. .. .. ..	Arms sideways—raise! Arms—turn! Arms raising upward—1! 2! .. .. .. .. Arms—lower!	3	3
	Breathing	{ Starting position Movement ..	Standing. Breathing, with head lifting backward	With head lifting backward, breathe—in! Breathe—out! .. .. .. .. ..	4	4

PROGRAMME III (b).

Group.	Part.	Name of Exercise.	Command.	No. of Performances.	
				A	B
Introductory.	Order	Form Class .. .. .	(As before).		
		{ Starting position Movement .. .. .	Hips—firm !!		
Main.	Arm	Feet closing and opening .. .. .	Counting to 8, feet closing and opening—begin !!		
		{ Starting position Movement .. .. .	Position !!		
	Leg	Standing.	Counting to 6, hips firm—begin !!		
		{ Starting position Movement .. .. .	Crown—firm!		
	Arm	Heels raising .. .. .	Heels—raise! Heels—lower! .. .. .	6	6
		{ Starting position Movement .. .. .	Position !!		
	Lateral	Yard standing (palms up) .. .. .	Arms sideways—raise! Arms—turn!		
		{ Starting position Movement .. .. .	Arms raising upward (slowly and quickly), Teacher counting to 8	Arms raising upward, slowly—1! 2! 3! 4! 5! 6! 7! 8!	
	Marching	Heels raising .. .. .	Quickly—1!! 2!! 3!! 4!! 5!! 6!! 7!! 8!!	1	1
		{ Starting position Movement .. .. .	Position !!		
Running	With hips firm, feet—close !!	With chest raise, trunk to the left—bend!			
	{ Starting position Movement .. .. .	With chest lower, trunk to the right—bend!	With chest raise, trunk to the right—bend! With chest lower, trunk—raise! .. .. .	2	2
Jumping	Open the feet—position !!	Forward—march !! Open out! Class—halt, 1, 2 !!			
	{ Starting position Movement .. .. .	Feet—close !! Feet—open !! Heels—raise!			
Leg	Toe standing .. .. .	In place—run !! Class—halt, 1, 2, 3, 4 !!			
	{ Starting position Movement .. .. .	Heels—lower!			
Head	Feet placing astride .. .. .	Feet—close !! Feet—open !! Heels—raise!			
	{ Starting position Movement .. .. .	Skip jump, facing to the left every 4 jumps—begin !!			
Breathing	Feet placing astride .. .. .	Facing to the right every 4 jumps—begin !!			
	{ Starting position Movement .. .. .	Heels—lower!			
Closing.	Arms upward—bend !!	Arms upward—bend !!			
	{ Starting position Movement .. .. .	Counting, feet astride—place !! Feet together—place !! .. .. .			
Breathing	Head bending backward .. .. .	Head backward—bend! Head—raise! .. .. .	3	3	
	{ Starting position Movement .. .. .	Position !!			
Breathing	Standing.	With arms raising sideways, breathe—in!			
	{ Starting position Movement .. .. .	—out! .. .. .			

## PROGRAMME IV (a).

	Group.	Part.	Name of Exercise.	Command.	No. of Performances.	
					A	B
Introductory.	Order	{ Starting position Movement ..	Form Class .. .. .	(As before).	1	1
	Head	{ Starting position Movement ..	Standing. Face 90 degrees, Class counting ..	Counting, to the left—face!! To the right—face!!	1	1
	Leg	{ Starting position Movement ..	Hips firm standing .. .. . Head turning .. .. .	Hips—firm!! Head turning, beginning to the left—1!! 2!! 3!! 4!! Beginning to the right—1!! 2!! 3!! 4!! .. Position!!	1	1
	Arm	{ Starting position Movement ..	Bend close standing Heels raising .. .. .	With arms upward bend, feet—close!! Heels—raise! Heels—lower! .. .. . Open the feet—position!!	6	6
Main.	Arm	{ Starting position Movement ..	Standing. Arms stretching forward, sideways and upward, Teacher counting [to 6	Arms stretching forward, sideways and upward— 1!! 2!! 3!! 4!! 5!! 6!! .. .. . Arms downward stretch—1!! 2!!	3	3
	Spinal	{ Starting position Movement ..	Hips firm kneeling .. .. . Chest raising and head bending backward .. .. .	Kneeling—place!! Hips—firm!! With chest raise, head backward—bend! With chest lower, head—raise! .. .. . Position!!	3	2
	Game	See paragraphs	297-302.			
	Jumping	{ Starting position Movement ..	Hips firm toe standing .. .. . Stride skip jump with facing 90 degrees .. .. .	Position!! Feet—close!! Feet—open!! Hips— firm!! Heels—raise! Stride skip jump, facing to the left every 4 jumps —begin!! Facing to the right every 4 jumps— begin!! Heels—lower! Position!!	3	3
Closing.	Leg	{ Starting position Movement ..	Bend standing .. .. . Feet placing astride .. .. .	Arms upward—bend!! Counting, feet astride—place!! Feet together— place!! .. .. . Position!!	3	3
	Arm	{ Starting position Movement ..	Yard standing Arms turning (slowly) .. .. .	Arms sideways—raise! Arms turning—1! 2! .. .. . Arms—lower!	3	3
	Breathing	{ Starting position Movement ..	Standing. Breathing, with head lifting back- ward.	With head lifting backward, breathe—in! Breathe —out! .. .. .	4	4

PROGRAMME IV (b).

Group.	Part.	Name of Exercise.	Command.	No. of Performances.	
				A	B
Introductory.	Order ..	Form Class .. .. .	(As before).		
		Standing. Step sideways one step, Class counting to 3 .. .. .	Counting to 3, one step to the left—march!! One step to the right—march!!		1
Main.	Head ..	Hips firm standing .. .. .	Hips—firm!!	3	3
		Head bending backward .. .. .	Head backward—bend! Head—raise! .. .. . Position!!		
	Leg ..	Crown firm standing .. .. .	Crown—firm!	6	6
		Heels raising .. .. .	Heels—raise! Heels—lower! .. .. . Position!!		
	Arm ..	Reach standing .. .. .	Arms forward—raise!		
		Arms parting (slowly and quickly), Teacher counting to 8 .. .. .	Arms parting, slowly—1! 2! 3! 4! 5! 6! 7! 8! Quickly—1! 2! 3! 4! 5! 6! 7! 8! .. .. . Position!!		1
	Lateral ..	Hips firm close standing .. .. .	With hips firm, feet—close!!	2	2
		Trunk turning .. .. .	Trunk to the left—turn! Forward—turn! Trunk to the right—turn! Forward—turn! .. .. . Open the feet—position!!		
	Marching	Standing. Marching in place with knees raising, 12 steps .. .. .	With knees raising, in place, 12 steps—march!! .. .. .	1	1
		Standing. Marching forward .. .. .	Forward—march!! Open out! Class—halt, 1, 2!!		
Marching	Toe standing .. .. .	Feet—close!! Feet—open!! Heels—raise!			
	Skip jump, moving forward .. .. .	Skip jump, moving forward—begin!! Class—halt, 1, 2!! Heels—lower!			
Jumping	Bend stride standing .. .. .	Counting, with arms upward bend, feet astride—place!!			
	Heels raising .. .. .	Heels—raise! Heels—lower! .. .. . In 2 counts—position!!	4	4	
Leg ..	Standing. Head bending backward .. .. .	Head backward—bend! Head—raise! .. .. .	3	3	
	Standing. Breathing, with arms turning .. .. .	With arms turning, breathe—in! Breathe—out!	4	4	

PROGRAMME V (a).

Group.	Part.	Name of Exercise.	Command.	No. of Performances.	
				A	B
Order	{ Starting position Movement ..	Form Class .. .. .	(As before).		
		Hips firm standing .. .. .	Hips—firm!!		
Head	{ Starting position Movement ..	Feet closing and opening, counting to 6 .. .. .	Counting to 6, feet closing and opening—begin!! Position!!	1	1
		Standing. Head turning .. .. .	Head turning, beginning to the left—1!! 2!! 3!! 4!! Beginning to the right—1!! 2!! 3!! 4!! .. .. .		
Leg	{ Starting position Movement ..	Bend stride standing .. .. .	Counting, with arms upward bend, feet astride— place!!	6	6
		Heels raising .. .. .	Heels—raise! Heels—lower! .. .. . In 2 counts—position!!		
Arm	{ Starting position Movement ..	Standing. Arms stretching forward and sideways (twice in each direction), Teacher counting .. .. .	Arms stretching forward and sideways, twice each way—1!! 2!! 1!! 2!! 3!! 4!! 3!! 4!! .. .. .	2	2
		Hips firm standing .. .. .	Position!!		
Spinal	{ Starting position Movement ..	Chest raising and head bending backward and trunk bending forward .. .. .	Hips—firm!! { With chest raise, head backward—bend! With chest lower, head—raise! .. .. . Trunk forward—bend! Trunk—raise! .. .. . Position!!	3	2
		Standing. Squat position .. .. .	Squat down—place!! Position!! .. .. .	3	2
Abdominal	{ Starting position Movement ..	Marching in place with toe pointing .. .. .	With toe pointing, in place—march!! Class— halt, 1, 2!! .. .. .	4	3
		See Paragraphs Starting position .. .. .	Position!! Feet—close!! Feet—open!! Arms upward—bend!! Heels—raise!	12	12
Jumping	{ Starting position Movement ..	Stride skip jump, with arms stretching sideways .. .. .	Stride skip jump, with arms stretching sideways— begin!! Class—halt, 1, 2!!	steps	steps
		Hips firm standing .. .. .	Heels—lower! Position!!		
Leg	{ Starting position Movement ..	Heels raising and knees bending .. .. .	Feet—close!! Feet—open!! Hips—firm!! Heels—raise! Knees, halfway, outward—bend! Knees—stretch! Heels—lower! .. .. . Position!!	3	3
		Standing. Arms raising forward (slowly) .. .. .	Arms forward—raise! Arms—lower! .. .. .	3	3
Arm	{ Starting position Movement ..	Standing. Breathing, with head lifting backward .. .. .	With head lifting backward, breathe—in! Breathe —out! .. .. .	4	4

Introductory.

Main.

Closing.

PROGRAMME V (b).

Group.	Part.	Name of Exercise.	Command.	No. of Performances.		
				A	B	
Introductory.	Order ..	{ Starting position Movement ..	(As before).			
	Head ..	{ Starting position Movement ..	Counting, to the left—face!! To the right—face!!			
	Leg ..	{ Starting position Movement ..	Head backward—bend! Head—raise! .. ..	3	3	
Main.	Arm ..	{ Starting position Movement ..	Feet—close!! Feet—open!! Hips—firm!! Heels—raise! Knees, halfway, outward—bend! Knees—stretch! Heels—lower! .. ..	3	3	
	Lateral ..	{ Starting position Movement ..	Position!! Arms across—bend!! Arms flinging—1!! 2!! 3!! 4!! 5!! 6!! 7!! 8!! ..	2	2	
	Marching	{ Starting position Movement ..	With hips firm, feet—close!! Trunk to the left—bend! Trunk—raise! Trunk to the right—bend! Trunk—raise! .. ..	2	2	
	Running	{ Starting position Movement ..	Open the feet—position!! Forward—march!! Open out! Class—halt, 1, 2!!			
	Jumping	{ Starting position Movement ..	Feet—close!! Feet—open!! Heels—raise! In place—run!! Class—halt, 1, 2, 3, 4!! Heels—lower!			
	Leg ..	{ Starting position Movement ..	Feet—close!! Feet—open!! Heels—raise! Skip jump, facing to the left every 4 jumps—begin!! Facing to the right every 4 jumps—begin!! Heels—lower!	4	4	
	Head ..	{ Starting position Movement ..	Feet—close!! Feet—open!! Crown—firm! Heels—raise! Heels—lower! .. ..	4	3	
	Breathing	{ Starting position Movement ..	Head backward—bend! Head—raise! .. ..	3	3	
				With arms raising sideways, breathe—in! Breathe —out! .. ..	4	4
	Closing.					

## PROGRAMME VI (a).

Group.	Part.	Name of Exercise.	Command.	No. of Performances.	
				A	B
Introductory.	Order	{ Starting position Movement ..	(As before).		
	Head	{ Starting position Movement ..	Counting to 3, one step to the left—march!! One step to the right—march!!	1	1
	Leg	{ Starting position Movement ..	Head turning, beginning to the left—1!! 2!! 3!! 4!! Beginning to the right—1!! 2!! 3!! 4!! ..	1	6
	Arm	{ Starting position Movement ..	Feet—close!! Feet—open!! Crown—firm! Heels—raise! Heels—lower! ..	6	6
Main.	Arm	{ Starting position Movement ..	Position!!		
	Spinal	{ Starting position Movement ..	Arms stretching forward, sideways and upward— 1!! 2!! 3!! 4!! 5!! 6!!	3	3
	Abdominal	{ Starting position Movement ..	Arms downward stretch—1!! 2!!		
	Game	See Paragraphs	Hips—firm!! Trunk forward—bend!		
	Jumping	{ Starting position Movement ..	Head turning, beginning to the left—1!! 2!! 3!! 4!! Beginning to the right—1!! 2!! 3!! 4!! ..	1	1
	Jumping	{ Starting position Movement ..	Trunk—raise! Position!!		
	Leg	{ Starting position Movement ..	Squat down—place!! Position!! ..	4	3
	Arm	{ Starting position Movement ..	Position!! Feet—close!! Feet—open!! Hips— firm!! Heels—raise!		
	Breathing	{ Starting position Movement ..	Forward jump—go!! go!! (&c.). Heels—lower! Position!!		
	Closing.	Leg	{ Starting position Movement ..	Feet—close!! Feet—open!! Heels—raise!	3
Arm		{ Starting position Movement ..	Skip jump, facing to the left every 4 jumps—begin!! Facing to the right every 4 jumps—begin!! Heels—lower!		
Breathing		{ Starting position Movement ..	Arms upward—bend!! Feet astride—place!! Feet together—place!! ..	3	3
Breathing		{ Starting position Movement ..	Position!! Arms sideways—raise! Arms—turn! Arms raising upward—1! 2! ..	3	3
			Breathe—in! Breathe—out! ..	4	4

PROGRAMME VI (b).

	Group.	Part.	Name of Exercise.	Command.		No. of Performances.
				A	B	
Introductory.	Order	{ Starting position Movement ..	Form Class .. .. .	(As before).		
Main.	Head	{ Starting position Movement ..	Hips firm standing .. .. . Feet closing and opening, counting to 6 .. .. . Class	Hips—firm!!	Counting to 6, feet closing and opening—begin!! Position!!	3
Main.	Leg	{ Starting position Movement ..	Hips firm standing .. .. . Head bending backward .. .. .	Head backward—bend!	Head—raise! .. .. .	3
Main.	Arm	{ Starting position Movement ..	Bend stride standing .. .. . Heels raising .. .. .	With arms upward bend, feet astride—place!! Heels—raise!	Heels—lower! .. .. .	6
Main.	Lateral	{ Starting position Movement ..	Cross bend standing .. .. . Arms flinging, Teacher counting [to 8	Arms across—bend!!	Arms flinging—1!! 2!! 3!! 4!! 5!! 6!! 7!! 8!! ..	2
Main.	Running	{ Starting position Movement ..	Hips firm kneeling .. .. . Trunk turning (quickly) .. .. .	Kneeling—place!! Hips—firm!!	Trunk to the left—turn!! Forward—turn!! Trunk to the right—turn!! Forward—turn!! .. .. .	2
Main.	Marching	{ Starting position Movement ..	Toe standing .. .. . Running in place .. .. .	Feet—close!! Feet—open!! Heels—raise!	In place—run!! Class—halt, 1, 2, 3, 4!! Heels—lower!	2
Main.	Jumping	{ Starting position Movement ..	Standing .. .. . Marching forward .. .. .	Forward—march!! Class—halt, 1, 2!!		
Main.	Leg	{ Starting position Movement ..	Toe standing .. .. . Stride skip jump .. .. .	Feet—close!! Feet—open!! Heels—raise!	Stride skip jump—begin!! Class—halt, 1, 2!! Heels—lower!	3
Main.	Arm	{ Starting position Movement ..	Hips firm standing .. .. . Heels raising and knees bending .. .. .	Feet—close!! Feet—open!! Hips—firm!	Heels—raise! Knees, halfway, outward—bend! Knees—stretch! Heels—lower! .. .. .	3
Main.	Breathing	{ Starting position Movement ..	Standing .. .. . Arms turning (slowly) .. .. .	Arms outward—turn!	To the side—turn! .. .. .	3
Main.	Breathing	{ Starting position Movement ..	Standing, with head lifting backward [ward	With head lifting backward, breathe—in!	Breathe—out! .. .. .	4

PROGRAMME I (a).

	Group.	Part.	Name of Exercise.	Command.	No. of Performances.	
					A	B
Introductory.	Order ..	{ Starting position Movement ..	Form Class .. .. .	4 leaders—out!! ward—place!! Position!!	1	1
	Head ..	{ Starting position Movement ..	Standing. Face 90 degrees, Class counting [to 2	Counting to 2, to the left—face!! To the right— face!!	3	3
Main.	Leg ..	{ Starting position Movement ..	Standing. { Head turning and head bending backward .. .. .	{ Head turning, beginning to the left—1!! 2!! 3!! 4!! Beginning to the right—1!! 2!! 3!! 4!! .. .. Head backward—bend! Head—raise! .. ..	1	1
	Arm ..	{ Starting position Movement ..	Bend standing Feet placing astride, Class counting to 2 .. .. .	Arms upward—bend!! Counting to 2, feet astride—place!! Feet together —place!! .. .. . Position!!	3	3
	Spinal ..	{ Starting position Movement ..	Standing. Arms stretching forward, sideways and downward, Teacher counting to 6 .. .. .	Arms stretching forward, sideways and downward —1!! 2!! 3!! 4!! 5!! 6!! .. .. .	3	3
	Game ..	See Paragraphs	297-309.	Arms upward—bend!! Chest—raise! Head backward—bend! Head— raise! Chest—lower! .. .. . Chest—raise! Trunk forward—bend! Trunk— raise! Chest—lower! .. .. . Position!!	3	2
Closing.	Jumping ..	{ Starting position Movement ..	Hips firm toe standing .. .. .	Position!! Feet—close!! Feet—open!! Hips— firm!! Heels—raise! Skip jump—begin!! Class—halt, 1, 2!! Heels—lower! Position!!	3	3
	Leg ..	{ Starting position Movement ..	Hips firm standing .. .. . Heels raising and knees bending	Hips—firm!! Feet—close!! Feet—open!! Heels—raise! Knees, halfway, outward—bend! Knees—stretch! Heels—lower! .. .. . Position!!	3	3
	Arm ..	{ Starting position Movement ..	Standing. Arms raising sideways (slowly) .. .. .	Arms sideways—raise! Arms—lower! .. .. .	3	3
	Breathing ..	{ Starting position Movement ..	Hips firm standing .. .. . Breathing .. .. .	Hips—firm! Breathe—in! Breathe—out! .. .. . Position!!	4	4

PROGRAMME I (b).

Group.	Part.	Name of Exercise.	Command.	No. of Performances.	
				A	B
Introductory.	Order ..	Form Class .. .. .	(As before).		
		Standing. Step sideways one step, Class counting to 3 .. .. .	Counting to 3; one step to the left—march!! One step to the right—march!!	1	1
Main.	Head ..	Standing. Head turning and head bending backward .. .. .	{ Head turning, beginning to the left—1!! 2!! 3!! 4!! Beginning to the right—1!! 2!! 3!! 4!! .. .. . Head backward—bend! Head—raise! .. .. .	1	1
		Standing. Crown firm standing Heels raising .. .. .	{ Feet—close!! Feet—open!! Crown—firm! Heels—raise! Heels—lower! .. .. . Position!!	3	3
Main.	Leg ..	Standing. Yard standing (palms up) .. .. .	Arms sideways—raise! Arms—turn!	6	6
		Standing. Arms raising upward (slowly and quickly). Teacher counting to 8 .. .. .	Arms raising upward, slowly—1! 2! 3! 4! 5! 6! 7! 8! Quickly—1!! 2!! 3!! 4!! 5!! 6!! 7!! 8!! .. .. . Position!!	2	2
Main.	Lateral ..	Standing. Hips firm close standing .. .. .	With hips firm, feet—close!!		
		Standing. { Chest raising and trunk bending sideways .. .. .	{ Chest—raise! Trunk to the left—bend! Trunk—raise! Chest—lower! Chest—raise! Trunk to the right—bend! Trunk—raise! Chest—lower! .. .. .	2	2
Main.	Running ..	Standing. Toe standing .. .. .	Open the feet—position!!	2	2
		Running. Running in place .. .. .	Feet—close!! Feet—open!! Heels—raise! In place—run!! Class—halt, 1, 2, 3, 4!! Heels—lower!		
Main.	Marching ..	Standing. Marching forward .. .. .	Forward—march!! Open out! Class—halt, 1, 2!!		
		Marching. Hips firm toe standing .. .. .	Feet—close!! Feet—open!! Hips—firm!! Heels—raise!		
Main.	Jumping ..	Standing. Stride skip jump .. .. .	Stride skip jump—begin!! Class—halt, 1, 2!! Heels—lower! Position!!		
		Jumping. Bend stride standing .. .. .	Counting to 2, with arms upward bend, feet astride—place!!		
Closing.	Leg ..	Standing. Heels raising .. .. .	Heels—raise! Heels—lower! .. .. . In 2 counts—position!!	4	4
		Standing. Head bending backward .. .. .	Head backward—bend! Head—raise! .. .. .	3	3
Closing.	Breathing ..	Standing. Breathing, with arms turning .. .. .	With arms turning, breathe—in! Breathe—out!	4	4

PROGRAMME II (a).

Group.	Part.	Name of Exercise.	Command.	No. of Performances.	
				A	B
Introductory.	Order	Form Class .. .. . Standing. Feet closing and opening, Class counting to 6 .. .. .	(As before). Counting to 6, feet closing and opening—begin!!	3	3
	Head	Hips firm standing .. .. . Head bending backward .. .. .	Hips—firm!! Head backward—bend! Head—raise! .. .. . Position!!	3	3
	Leg	Bend stride standing .. .. . Heels raising .. .. .	With arms upward bend, feet astride—place!! Heels—raise! Heels—lower! .. .. . In 2 counts—position!!	6	6
	Arm	Standing. Arms stretching forward, sideways and upward, Teacher counting [to 6]	Arms stretching forward, sideways and upward—1!! 2!! 3!! 4!! 5!! 6!! .. .. .	3	3
Main.	Spinal	Cross bend stoop standing .. .. . Arms flinging, Teacher counting [to 6]	Arms downward stretch—1!! 2!! Arms across—bend!! Trunk forward—bend! Arms flinging—1!! 2!! 3!! 4!! 5!! 6!! .. .. .	2	2
	Marching	Standing. Marching in place with knees raising [ing]	Trunk—raise! Position!!	12	12
	Game	297-309. Toe standing .. .. .	With knees raising, in place—march!! Class—halt, 1, 2!! .. .. .	4	4
	Jumping	Skip jump, moving forward .. .. .	Position!! Feet—close!! Feet—open!! Heels—raise! Skip jump, moving forward—begin!! Class—halt, 1, 2!! Heels—lower!	4	4
Closing.	Leg	Crown firm standing .. .. . Heels raising .. .. .	Feet—close!! Feet—open!! Crown—firm! Heels—raise! Heels—lower! .. .. . Position!!	3	3
	Arm	Yard standing Arms turning (slowly) .. .. .	Arms sideways—raise! Arms turning—1! 2! .. .. . Arms—lower!	4	4
	Breathing	Standing. Breathing, with head lifting backward [ward]	With head lifting backward, breathe—in! Breathe—out! .. .. .	4	4

PROGRAMME II (b).

Group.	Part.	Name of Exercise.	Command.	No. of Performances.	
				A	B
Introductory.	Order	{ Starting position Movement ..	(As before).	1	1
	Head	{ Starting position Movement ..	Counting to 3, one step to the left—march!! One step to the right—march!!	1	1
	Leg	{ Starting position Movement ..	{ Head turning, beginning to the left—1!! 2!! 3!! 4!! Beginning to the right—1!! 2!! 3!! 4!! .. Head backward—bend! Head—raise! Feet—close!! Feet—open!! Hips—firm!! Heels—raise! Knees, halfway, outward—bend! Knees—stretch! Heels—lower! .. .. Position!!	3	3
Main.	Arm	{ Starting position Movement ..	Arms forward—raise! Arms parting, slowly—1! 2! 3! 4! 5! 6! 7! 8! Quickly—1!! 2!! 3!! 4!! 5!! 6!! 7!! 8!! .. Position!!	1	1
	Lateral	{ Starting position Movement ..	Kneeling—place!! Hips—firm!! With chest raise, trunk to the left—bend! With chest lower, trunk—raise! With chest raise, trunk to the right—bend! With chest lower, trunk—raise! Trunk to the left—turn! Forward—turn! Trunk to the right—turn! Forward—turn! .. .. Position!!	2	2
	Marching	{ Starting position Movement ..	Forward—march!! Open out! Class—halt, 1, 2!!	2	2
	Running	{ Starting position Movement ..	Feet—close!! Feet—open!! Heels—raise! In place—run!! Class—halt, 1, 2, 3, 4!! Heels—lower!	2	2
	Jumping	{ Starting position Movement ..	Feet—close!! Feet—open!! Heels—raise! Stride skip jump, with arms raising sideways—begin!! Class—halt, 1, 2!! Heels—lower!	2	2
Closing.	Leg	{ Starting position Movement ..	With arms upward bend, feet astride—place!! Heels—raise! Heels—lower! .. .. In 2 counts—position!!	4	4
	Arm	{ Starting position Movement ..	Arms sideways—raise! Arms—turn! Arms raising upward—1! 2! .. .. Arms—lower!	3	3
	Breathing	{ Starting position Movement ..	Breathe—in! Breathe—out! .. .. .. ..	4	4

## PROGRAMME III (a).

	Group.	Part.	Name of Exercise.	Command.	No. of Performances.	
					A	B
Introductory.	Order ..	{ Starting position Movement ..	Form Class .. .. .	(As before).		
	Head ..	{ Starting position Movement ..	Standing. Face 90 degrees, Class counting ..	Counting, to the left—face!! To the right—face!!		
Main.	Leg ..	{ Starting position Movement ..	Hips firm standing .. .. . Head bending backward .. .. .	Hips—firm!! Head backward—bend! Head—raise! .. .. . Position!!	3	3
	Arm ..	{ Starting position Movement ..	Standing. .. .. . Preparation for jumping .. .. .	Feet—close!! Feet—open!! Prepare to jump—1!! 2!! 3!! 4!! .. .. .	3	3
	Spinal ..	{ Starting position Movement ..	Arms stretching forward, sideways and downward counting to 6 .. .. .	Arms stretching forward, sideways and downward —1!! 2!! 3!! 4!! 5!! 6!! .. .. .	3	3
			Hips firm stride standing .. .. . Chest raising and head bending backward .. .. and .. .. . Hips firm stride stoop standing .. .. . Head turning .. .. .	With hips firm, feet astride—place!! With chest raise, head backward—bend! With chest lower, head—raise! .. .. . Trunk forward—bend! Head turning, beginning to the left—1!! 2!! 3!! 4!! Beginning to the right—1!! 2!! 3!! 4!! .. .. . Trunk raise! In 2 counts—position!!	3	2
Game ..	See Paragraphs	297-309.				
Jumping	{ Starting position Movement ..	Toe standing .. .. .	Toe standing .. .. .	Position!! Feet—close!! Feet—open!! Heels—raise!		
		Skip jump, moving forward .. .. .	Skip jump, moving forward .. .. .	Skip jump, moving forward—begin!! Class—halt, 1, 2!! Heels—lower!		
Leg ..	{ Starting position Movement ..	Crown firm standing .. .. . Feet placing astride .. .. .	Crown firm standing .. .. . Feet placing astride .. .. .	Crown—firm! Feet astride—place!! Feet together—place!! .. .. . Position!!	3	3
		Arms turning (slowly) .. .. .	Arms turning (slowly) .. .. .	Arms outward—turn! To the side—turn! .. .. .	3	3
Breathing	{ Starting position Movement ..	Standing. .. .. . Breathing, with head lifting backward	Standing. .. .. . Breathing, with head lifting backward	With head lifting backward, breathe—in! Breathe—out! .. .. .	4	4
Closing.						

PROGRAMME III (b).

	Group.	Part.	Name of Exercise.	Command.	No. of Performances.		
					A	B	
Introductory.	Order	{ Starting position Movement ..	Form Class .. .. .	(As before).			
	Arm	{ Starting position Movement ..	Standing. Step sideways one step, Class counting to 3 .. .. .	Counting to 3, one step to the left—march!! One step to the right—march!!	3	3	
	Head	{ Starting position Movement ..	Arms bending upward and stretching downward .. .. .	Arms upward—bend!! Arms downward—stretch!!	3	3	
	Leg	{ Starting position Movement ..	Standing. Head bending backward .. .. .	Head backward—bend! Head—raise! .. .. .	3	3	
	Arm	{ Starting position Movement ..	Crown firm standing Feet placing astride .. .. .	Crown—firm! Feet astride—place!! Feet together—place!! .. .. . Position!!	3	3	
Main.	Arm	{ Starting position Movement ..	Cross bend standing Arms flinging, Teacher counting [to 8	Arms across—bend!! Arms flinging—1!! 2!! 3!! 4!! 5!! 6!! 7!! 8!! .. .. . Position!!	2	2	
	Lateral	{ Starting position Movement ..	Hips firm close standing .. .. .	With hips firm, feet—close!! With chest raise, trunk to the left—turn! With chest lower, trunk forward—turn! With chest raise, trunk to the right—turn!! With chest lower, trunk forward—turn! .. .. . Open the feet—position!!	2	2	
	Marching	{ Starting position Movement ..	Trunk turning .. .. .	Forward—march!! Open out! Class—halt, 1, 2!! Feet—close!! Feet—open!! Arms upward—bend!! Heels—raise!			
	Jumping	{ Starting position Movement ..	Standing. Marching forward .. .. . Bend toe standing .. .. .	Stride skip jump, with arms stretching sideways—begin!! Class—halt, 1, 2!! Heels—lower! Position!!			
	Leg	{ Starting position Movement ..	Stride skip jump with arms stretching sideways .. .. .	Feet—close!! Feet—open!! Hips—firm!! Heels—raise! Knees, halfway, outward—bend! Knees—stretch! Heels—lower! .. .. . Position!!	3	3	
	Head	{ Starting position Movement ..	Hips firm standing .. .. . Heels raising and knees bending .. .. .	Head backward—bend! Head—raise! .. .. .	3	3	
	Breathing	{ Starting position Movement ..	Standing. Head bending backward .. .. . Standing. Breathing, with arms raising sideways [ways	With arms raising sideways, breathe in! Breathe—out! .. .. .	4	4	
	Closing.						

PROGRAMME IV (a).

	Group.	Part.	Name of Exercise.	Command.	No. of Performances.	
					A	B
Introductory.	Order	{ Starting position { Movement ..	Form Class .. .. .	(As before).	1	1
	Head	{ Starting position { Movement ..	Hips firm standing .. .. . Feet closing and opening, Class counting to 6 .. .. . Standing. { Head turning and head bending backward .. .. .	Hips—firm !! Counting to 6, feet closing and opening—begin !! Position !! { Head turning, beginning to the left—1 !! 2 !! 3 !! 4 !! Beginning to the right—1 !! 2 !! 3 !! 4 !! .. .. . Head backward—bend! Head—raise! .. .. .	3	3
	Leg	{ Starting position { Movement ..	Crown firm close standing .. .. . Heels raising .. .. .	With crown firm, feet—close! Heels—raise! Heels—lower! .. .. . Open the feet—position !!	6	6
Main.	Arm	{ Starting position { Movement ..	Standing. Arms stretching forward, downward, sideways and downward, Teacher counting to 8 .. .. .	Arms stretching forward, downward, sideways and downward—1 !! 2 !! 3 !! 4 !! 5 !! 6 !! 7 !! 8 !!	2	2
	Spinal	{ Starting position { Movement ..	Cross bend stoop standing .. .. . Arms flinging, Teacher counting [to 6	Arms across—bend !! Trunk forward—bend! Arms flinging—1 !! 2 !! 3 !! 4 !! 5 !! 6 !! .. .. . Trunk raise! Position !!	2	2
	Game	See Paragraphs	297-309.			
Closing.	Jumping	{ Starting position { Movement ..	Hips firm toe standing .. .. . Skip jump with facing 90 degrees	Position !! Feet—close !! Feet—open !! Hips—firm !! Heels—raise! Skip jump, facing to the left every 4 jumps—begin !! Facing to the right every 4 jumps—begin !! Heels—lower! Position !!	3	3
	Leg	{ Starting position { Movement ..	Hips firm standing .. .. . Heels raising and knees bending	Feet—close !! Feet—open !! Hips—firm !! Heels—raise! Knees, halfway, outward—bend! Knees—stretch! Heels—lower! .. .. . Position !!	3	3
Closing.	Arm	{ Starting position { Movement ..	Yard standing .. .. . Arms turning (slowly) .. .. .	Arms sideways—raise! Arms turning—1 !! 2 !! .. .. . Arms—lower!	3	3
	Breathing	{ Starting position { Movement ..	Standing. Breathing, with head lifting backward [ward	With head lifting backward, breathe—in! Breathe—out! .. .. .	4	4

PROGRAMME IV (b).

Group.	Part.	Name of Exercise.	Command.	No. of Performances.	
				A	B
Introductory.	Order	{ Starting position Movement .. .. .	(As before).	1	1
	Arm	{ Starting position Movement .. .. .	Counting, to the left—face!! To the right—face!!	1	1
	Head	{ Starting position Movement .. .. .	Arms bending upward and stretching downward— 1!! 2!! 3!! 4!! .. .. .	1	1
	Leg	{ Starting position Movement .. .. .	Arms bending upward and stretching downward— 1!! 2!! 3!! 4!! .. .. .	1	1
Main.	Arm	{ Starting position Movement .. .. .	Head backward—bend! Head raise! .. .. .	3	3
	Lateral	{ Starting position Movement .. .. .	Crown—firm!	3	3
			Feet astride—place!! Feet together—place!! .. .. .	3	3
	Marching	{ Starting position Movement .. .. .	Arms sideways—raise! Arms—turn!	1	1
			Arms raising upward, slowly—1! 2! 3! 4! 5! 6! 7! 8! Quickly—1!! 2!! 3!! 4!! 5!! 6!! 7!! 8!! .. .. .	1	1
	Lateral	{ Starting position Movement .. .. .	Position!!	2	2
			Kneeling—place!! Hips—firm!!	2	2
	Marching	{ Starting position Movement .. .. .	Trunk to the left—bend! Trunk—raise! Trunk to the right—bend! Trunk—raise! .. .. .	12 steps	12 steps
			Trunk to the left—turn!! Forward—turn!! Trunk* to the right—turn!! Forward—turn!! .. .. .	12 steps	12 steps
	Marching	{ Starting position Movement .. .. .	With knees raising, in place—march!! Class— halt, 1, 2!! .. .. .	12 steps	12 steps
			Forward—march!! Open out! Class—halt, 1, 2!!	12 steps	12 steps
	Jumping	{ Starting position Movement .. .. .	Feet—close!! Feet—open!! Hips—firm!! Heels —raise!	2	2
Forward jump—go!! go!! (&c.). Heels—lower! Position!!			2	2	
Leg	{ Starting position Movement .. .. .	Feet—close!! Feet—open!!	2	2	
		Prepare to jump—1!! 2!! 3!! 4!! .. .. .	2	2	
Head	{ Starting position Movement .. .. .	Head backward—bend! Head—raise! .. .. .	3	3	
		With arms raising forward, breathe—in! Breathe —out! .. .. .	4	4	
Breathing	{ Starting position Movement .. .. .	With arms raising forward, breathe—in! Breathe —out! .. .. .	4	4	
		With arms raising forward, breathe—in! Breathe —out! .. .. .	4	4	

## PROGRAMME V (a).

Group.	Part.	Name of Exercise.	Command.	No. of Performances.	
				A	B
Order	{ Starting position Movement ..	Form Class .. .. .	(As before).		
	{ Starting position Movement ..	Standing. Step sideways one step, Class counting to 3 .. .. . Standing.	Counting to 3, one step to the left—march!! One step to the right—march!!	1	1
Head	{ Starting position Movement ..	{ Head turning and head bending backward .. .. .	{ Head turning, beginning to the left—1!! 2!! 3!! 4!! Beginning to the right—1!! 2!! 3!! 4!! .. .. Head backward—bend! Head—raise! .. ..	1	4
	{ Starting position Movement ..	Crown firm stride standing .. .. . Heels raising .. .. .	With crown firm, feet astride—place!! Heels—raise! Heels—lower! .. .. . In 2 counts—position!!	6	6
Arm	{ Starting position Movement ..	Standing. Arms stretching sideways, downward, upward and downward, Teacher counting to 8 .. .. .	Arms stretching sideways, downward, upward and downward—1!! 2!! 3!! 4!! 5!! 6!! 7!! 8!! .. ..	2	2
	{ Starting position Movement ..	Bend standing .. .. . Chest raising and head bending backward .. .. and .. .. . Hips firm stoop standing .. .. . Head turning .. .. .	Arms upward—bend!! With chest raise, head backward—bend! With chest lower, head—raise! .. .. . Hips—firm!! Trunk forward—bend! Head turning, beginning to the left—1!! 2!! 3!! 4!! Beginning to the right—1!! 2!! 3!! 4!! .. .. Trunk—raise! Position!!	3	2
Game	See Paragraphs	297-309.			
	{ Starting position Movement ..	Toe standing .. .. . Skip jump (any previously practised)	Position!! Feet—close!! Feet—open!! Heels—raise! (As necessary).	1	1
Leg	{ Starting position Movement ..	Hips firm standing .. .. . Heels raising and knees bending	Heels—lower! Feet—close!! Feet—open!! Hips—firm!! Heels—raise! Knees, halfway, outward—bend! Knees—stretch! Heels—lower! .. .. . Position!!	3	3
	{ Starting position Movement ..	Standing. Arms raising forward (slowly) .. .. . Hips firm standing .. .. . Breathing, with head lifting backward	Arms forward—raise! Arms—lower! Hips—firm!! With head lifting backward, breathe—in! Breathe—out! Position!!	3	3
Breathing	{ Starting position Movement ..	Breathing, with head lifting backward			
	{ Starting position Movement ..	Breathing, with head lifting backward			

Introductory.

Main.

Closing.

PROGRAMME V (b).

Group.	Part.	Name of Exercise.	Command.	No. of Performances.	
				A	B
Introductory.	Order ..	Form Class .. .. .	(As before).		
		{ Starting position .. .. . Movement .. .. .	Counting to 6, feet closing and opening—begin!! Hips—firm!!	1	1
Introductory.	Head ..	{ Starting position .. .. . Movement .. .. .	{ Head turning, beginning to the left—1!! 2!! 3!! 4!! Head backward—bend! Head—raise! Position!!	1	4
		{ Starting position .. .. . Movement .. .. .	Feet—close!! Feet—open!! Prepare to jump—1!! 2!! 3!! 4!! .. .. . Arms forward—raise! Arms parting; slowly—1! 2! 3! 4! 5! 6! 7! 8! Quickly—1!! 2!! 3!! 4!! 5!! 6!! 7!! 8!! Position!!	3	3
Introductory.	Leg ..	{ Starting position .. .. . Movement .. .. .	With hips firm, feet—close!!	1	1
		{ Starting position .. .. . Movement .. .. .	{ Trunk to the left—bend! Trunk—raise! Trunk to the right—bend! Trunk—raise! Trunk to the left—turn! Forward—turn! Trunk to the right—turn! Forward—turn! .. .. . Open the feet—position!!	2	2
Introductory.	Arm ..	{ Starting position .. .. . Movement .. .. .	Feet—close!! Feet—open!! Heels—raise! In place—run!! Class—halt, 1, 2, 3, 4!! Heels—lower!	2	2
		{ Starting position .. .. . Movement .. .. .	Forward—march!! Open out! Class—halt, 1, 2!! Feet—close!! Feet—open!! Hips—firm!! Heels —raise! Stride skip jump, facing to the left every 4 jumps— begin!! Facing to the right every 4 jumps— begin!!	4	4
Introductory.	Lateral ..	{ Starting position .. .. . Movement .. .. .	Heels—lower! Position!! With crown firm, feet—close!! Heels—raise! Heels—lower! .. .. . Open the feet—position!!	3	3
		{ Starting position .. .. . Movement .. .. .	Head backward—bend! Head—raise! .. .. . With arms raising sideways, breathe—in! Breathe —out! .. .. .	4	4
Introductory.	Running ..	{ Starting position .. .. . Movement .. .. .	Head backward—bend! Head—raise! .. .. . With arms raising sideways, breathe—in! Breathe —out! .. .. .	3	3
		{ Starting position .. .. . Movement .. .. .	With arms raising sideways, breathe—in! Breathe —out! .. .. .	4	4
Introductory.	Marching ..	{ Starting position .. .. . Movement .. .. .	With arms raising sideways, breathe—in! Breathe —out! .. .. .	3	3
		{ Starting position .. .. . Movement .. .. .	With arms raising sideways, breathe—in! Breathe —out! .. .. .	4	4
Introductory.	Jumping ..	{ Starting position .. .. . Movement .. .. .	With arms raising sideways, breathe—in! Breathe —out! .. .. .	3	3
		{ Starting position .. .. . Movement .. .. .	With arms raising sideways, breathe—in! Breathe —out! .. .. .	4	4
Introductory.	Leg ..	{ Starting position .. .. . Movement .. .. .	With arms raising sideways, breathe—in! Breathe —out! .. .. .	3	3
		{ Starting position .. .. . Movement .. .. .	With arms raising sideways, breathe—in! Breathe —out! .. .. .	4	4
Introductory.	Head ..	{ Starting position .. .. . Movement .. .. .	With arms raising sideways, breathe—in! Breathe —out! .. .. .	3	3
		{ Starting position .. .. . Movement .. .. .	With arms raising sideways, breathe—in! Breathe —out! .. .. .	4	4
Introductory.	Breathing ..	{ Starting position .. .. . Movement .. .. .	With arms raising sideways, breathe—in! Breathe —out! .. .. .	3	3
		{ Starting position .. .. . Movement .. .. .	With arms raising sideways, breathe—in! Breathe —out! .. .. .	4	4

## PROGRAMME VI (a).

	Group.	Part.	Name of Exercise.	Command.	No. of Performances.		
					A	B	
Introductory.	Order ..	{ Starting position Movement ..	Form Class .. .. .	(As before).			
	Head ..	{ Starting position Movement ..	Standing. Face 90 degrees, Class counting ..	Counting, to the left—face!! To the right—face!!			
	Leg ..	{ Starting position Movement ..	Head bending backward .. .. Hips firm standing .. .. Feet placing outward, Teacher counting to 4 .. ..	Head backward—bend! Head—raise! .. .. Feet—close!! Feet—open!! Hips—firm!! Feet placing outward, beginning with the left— 1!! 2!! 3!! 4!! Beginning with the right—1!! 2!! 3!! 4!! Position!!	4	4	
Main.	Arm ..	{ Starting position Movement ..	Standing. Arms stretching sideways, down- ward, sideways and upward, Teacher counting to 8 .. ..	Arms stretching sideways, downward, sideways and upward—1!! 2!! 3!! 4!! 5!! 6!! 7!! 8!! .. Arms downward stretch—1!! 2!!	2	2	
	Spinal ..	{ Starting position Movement ..	Cross bend stride stoop standing Arms flinging, Teacher counting [to 8	With arms across bend, feet astride—place!! Trunk forward—bend! Arms flinging—1!! 2!! 3!! 4!! 5!! 6!! 7!! 8!! .. Trunk—raise! In 2 counts—position!!	1	1	
	Game ..	See Paragraphs	297-309.				
	Jumping	{ Starting position Movement ..	Any jump already practised .. ..	Position!! Feet—close!! Feet—open!! Heels— raise! (As necessary). Heels—lower!			
	Leg ..	{ Starting position Movement ..	Hips firm standing .. .. Heels raising and knees bending	Feet close!! Feet—open!! Hips—firm!! Heels—raise! Knees, halfway, outward—bend! Knees—stretch! Heels—lower! .. .. Position!!	3	3	
	Arm ..	{ Starting position Movement ..	Yard standing (palms up) .. .. Arms raising upward (slowly) .. ..	Arms sideways—raise! Arms—turn! Arms raising upward—1! 2! .. .. Arms—lower!	3	3	
	Breathing	{ Starting position Movement ..	Standing. Breathing .. ..	Breathe—in! Breathe—out! .. ..	4	4	
	Closing.						

PROGRAMME VI (b).

Group.	Part.	Name of Exercise.	Command.	No. of Performances.	
				A	B
Introductory.	Order ..	Form Class .. .. .	(As before).		
	Head ..	Standing. Feet closing and opening, Class counting to 6 .. .. . Hips firm standing .. .. . { Head turning and head bending backward .. .. .	Counting to 6, feet closing and opening—begin!! Hips—firm!! Head turning, beginning to the left—1!! 2!! 3!! 4!! Beginning to the right—1!! 2!! 3!! 4!! .. .. . Head backward—bend! Head—raise! .. .. . Position!!	1	1
Main.	Leg ..	Crown firm stride standing Heels raising .. .. .	With crown firm, feet astride—place!! Heels—raise! Heels—lower! .. .. .	6	6
	Arm ..	Cross bend standing Arms flinging, Teacher counting [to 8	In 2 counts—position!! Arms across—bend!! Arms flinging—1!! 2!! 3!! 4!! 5!! 6!! 7!! 8!! .. .. . Position!!	2	2
	Lateral ..	Hips firm kneeling .. .. . { Trunk bending sideways and trunk turning .. .. .	Kneeling—place!! Hips—firm!! Trunk to the left—bend! Trunk—raise! Trunk to the right—bend! Trunk—raise! Trunk to the left—turn! Forward—turn! .. .. . Trunk to the right—turn! Forward—turn! .. .. . Position!!	2	2
	Marching	Hips firm standing .. .. . Marching in place with knees raising	Hips—firm!! With knees raising, in place—march!! Class—halt, 1, 2!! Position!!	12 steps	12 steps
Closing.	Marching	Standing. Marching forward .. .. .	Forward—march!! Open out! Class—halt, 1, 2!! Feet—close!! Feet—open!! Heels—raise! (As necessary).		
	Jumping	Any jump already practised	Heels—lower!		
	Leg ..	Hips firm standing .. .. . Feet placing outward, Teacher counting to 4 .. .. .	Feet—close!! Feet—open!! Hips—firm!! Feet placing outward, beginning with the left—1!! 2!! 3!! 4!! Beginning with the right—1!! 2!! 3!! 4!! Position!!	1	1
	Arm ..	Standing. Arms turning (slowly)	Arms outward—turn! To the side—turn! .. .. .	3	3
Breathing	Hips firm standing .. .. . Breathing, with head lifting backward	Hips—firm!! With head lifting backward, breathe—in! Breathe—out! .. .. . Position!!	4	4	

PROGRAMME I (a).

	Group.	Part.	Name of Exercise.	Command.	No. of Performances.	
					A	B
Introductory.	Order	{ Starting position Movement ..	Form Class .. .. .	4 leaders—out!! 4 lines—fall in!! Distance forward—place!! Position!! Hips—firm!!	1	1
	Head	{ Starting position Movement ..	{ Head turning and head bending backward .. .. .	Counting to 6, feet closing and opening—begin!! Position!!	1	3
	Leg	{ Starting position Movement ..	Crown firm standing Feet placing astride, Class counting to 2	{ Head turning, beginning to the left—1!! 2!! 3!! 4!! Beginning to the right—1!! 2!! 3!! 4!! .. Head backward—bend! Head—raise! .. Crown—firm! Counting to 2, feet astride—place!! Feet together—place!! .. .. . Position!!	3	3
Main.	Arm	{ Starting position Movement ..	Standing. Arms stretching forward, sideways, upward and downward, and downward, Teacher counting to 8 .. .. .	Arms stretching forward, sideways, upward and downward—1!! 2!! 3!! 4!! 5!! 6!! 7!! 8!! ..	2	2
	Spinal	{ Starting position Movement ..	Bend standing .. .. . Chest raising and head <i>lifting</i> backward .. .. and .. .. . Bend stoop standing .. .. . Head turning .. .. .	Arms upward—bend!! Chest—raise! Head backward— <i>lift!</i> Head—raise! Chest—lower! .. .. . Trunk forward—bend! Head turning, beginning to the left—1!! 2!! 3!! 4!! Beginning to the right—1!! 2!! 3!! 4!! .. .. . Trunk—raise! Position!!	3	1
	Game	See Paragraphs	303-309.	Position!! Feet—close!! Feet—open!!	1	1
	Jumping	{ Starting position Movement ..	Toe standing .. .. . Skip jump with facing 90 degrees	Skip jump, facing to the left every 4 jumps—begin!! Facing to the right every 4 jumps—begin!! Heels—lower!	3	3
	Leg	{ Starting position Movement ..	Hips firm standing .. .. . Heels raising and knees bending	Feet—close!! Feet—open!! Hips—firm!! Heels—raise! Knees, halfway, outward—bend! Knees—stretch! Heels—lower! .. .. . Position!!	3	3
Closing.	Arm	{ Starting position Movement ..	Standing. Arms turning (slowly) .. .. .	Arms outward—turn! To the side—turn! .. .. .	3	3
	Breathing	{ Starting position Movement ..	Standing. Breathing, with head lifting backward	With head lifting backward, breathe—in! Breathe—out! .. .. .	4	4

PROGRAMME I (b).

Group.	Part.	Name of Exercise.	Command.	No. of Performances.	
				A	B
Introductory.	Order	{ Starting position Movement ..	(As before).		
	Head	{ Starting position Movement ..	Counting, to the left—face!! To the right—face!! Hips—firm!! Head backward—bend! Head—raise! .. .. Position!!	3	3
Main.	Leg	{ Starting position Movement ..	With arms upward bend, feet—close!! Heels—raise! Heels—lower! .. .. Open the feet—position!!	6	6
	Arm	{ Starting position Movement ..	Arms sideways—raise! Arms—turn! Arms raising upward, slowly—1! 2! 3! 4! 5! 6! 7! 8! Quickly—1! 2! 3! 4! 5! 6! 7! 8! Position!!	1	1
Main.	Lateral	{ Starting position Movement ..	Counting to 2, with hips firm, feet astride—place!! Trunk to the left—bend! Trunk—raise! Trunk to the right—bend! Trunk—raise! .. .. In 2 counts—position!!	2	2
	Running	{ Starting position Movement ..	Feet—close!! Feet—open!! Heels—raise! In place—run!! Class—halt, 1, 2, 3, 4!! Heels—lower!		
Main.	Marching	{ Starting position Movement ..	Forward—march!! Open out! Class—halt, 1, 2!!		
	Jumping	{ Starting position Movement ..	Feet—close!! Feet—open!! Hips—firm!! Heels—raise! Stride skip jump—begin!! Class—halt, 1, 2!! Heels—lower! Position!!		
Closing.	Leg	{ Starting position Movement ..	Feet—close!! Feet—open!! Hips—firm!! Feet placing outward, beginning with the left—1! 2! 3! 4! Beginning with the right—1! 2! 3! 4! Position!!	1	1
	Arm	{ Starting position Movement ..	Arms sideways—raise! Arms turning—1! 2! .. .. Arms—lower!	3	3
Closing.	Breathing	{ Starting position Movement ..	With head lifting backward, breathe—in! Breathe—out! .. ..	4	4

## PROGRAMME II (a).

	Group.	Part.	Name of Exercise.	Command.	No. of Performances.	
					A	B
Introductory.	Arm	{ Starting position Movement ..	Form Class .. .. .	(As before).	1	1
	Head	{ Starting position Movement ..	Standing. Arms bending upward and stretching downward, Teacher counting to 4 .. .. .	Arms bending upward and stretching downward— 1!! 2!! 3!! 4!! .. .. .	1	1
	Leg	{ Starting position Movement ..	Standing. { Head turning and head bending backward .. .. .	{ Head turning, beginning to the left—1!! 2!! 3!! 4!! Beginning to the right—1!! 2!! 3!! 4!! .. .. . Head backward—bend! Head—raise! .. .. .	1 3	1 3
Main.	Arm	{ Starting position Movement ..	Hips firm standing .. .. . Feet placing outward, Teacher counting to 4 .. .. .	Hips—firm!! Feet placing outward, beginning with the left— 1!! 2!! 3!! 4!! Beginning with the right—1!! 2!! 3!! 4!! .. .. . Position!!	1	1
	Arm	{ Starting position Movement ..	Standing. Arms stretching forward, downward, upward, and downward, Teacher counting to 8 .. .. .	Arms stretching forward, downward, upward and downward—1!! 2!! 3!! 4!! 5!! 6!! 7!! 8!! .. .. .	2	2
	Spinal	{ Starting position Movement ..	Bend stride standing .. .. . Chest raising and head lifting backward .. .. . and .. .. .	With arms upward bend, feet astride—place!! With chest raise, head backward—lift! With chest lower, head—raise! .. .. .	3	2
	Spinal	{ Starting position Movement ..	Bend stride stoop standing .. .. . Arms stretching sideways, Teacher counting to 6 .. .. .	Trunk forward—bend! Arms stretching sideways—1!! 2!! 3!! 4!! 5!! 6!! Trunk—raise! In 2 counts—position!!	1	1
	Game	See Paragraphs	303-309.	Position!! Feet—close!! Feet—open!! Hips—firm!! Heels—raise!		
	Jumping	{ Starting position Movement ..	Hips firm toe standing .. .. . Jump forward (short jumps) .. .. .	Forward jump—go!! go!! (&c.). Heels—lower! Position!!		
	Leg	{ Starting position Movement ..	Crown firm stride standing .. .. . Heels raising .. .. .	With crown firm, feet astride—place!! Heels—raise! Heels—lower! .. .. .	4	4
	Head	{ Starting position Movement ..	Standing. Head bending backward .. .. .	In 2 counts—position!! Head backward—bend! Head—raise! .. .. .	3	3
	Breathing	{ Starting position Movement ..	Standing. Breathing, with arms raising sideways	With arms raising sideways, breathe—in! Breathe—out! .. .. .	4	4

PROGRAMME II (b).

								A	B							
Introductory.	Order ..	{ Starting position .. Movement ..	Form Class .. .. .	Standing.	Step sideways one step, Class counting to 3 .. .. .	.. .. .	.. .. .	1	1							
										Head ..	{ Starting position .. Movement ..	Hips firm standing .. .. .	Hips firm!!	Head backward—bend! Head—raise! .. .. .	3	3
Arm ..	{ Starting position .. Movement ..	Reach standing .. .. .	Arms parting (slowly and quickly), Teacher counting to 8 .. .. .	.. .. .	Arms forward—raise!!	Arms parting, slowly—1! 2! 3! 4! 5! 6! 7! 8!	Quickly—1!! 2!! 3!! 4!! 5!! 6!! 7!! 8!! .. .. .	1	1							
										Lateral ..	{ Starting position .. Movement ..	Hips firm kneeling .. .. .	Trunk bending sideways and .. .. .	.. .. .	Kneeling—place!! Hips—firm!!	Trunk to the left—bend! Trunk—raise! Trunk to the right—bend! Trunk—raise! .. .. .
Marching	{ Starting position .. Movement ..	Standing.	Marching forward .. .. .	.. .. .	Forward—march!! Class—halt, 1, 2!!	Feet—close!! Feet—open!! Heels—raise!	On the toes—march!! Open out! Class—halt, 1, 2!!	2	2							
										Jumping	{ Starting position .. Movement ..	Standing.	Preparation for jumping, Teacher counting to 4 .. .. .	.. .. .	Feet—close!! Feet—open!!	Prepare to jump—1!! 2!! 3!! 4!!
Jumping	{ Starting position .. Movement ..	Hips firm walk outward standing	Hips firm walking, moving forward	.. .. .	Skip jump, moving forward	Class—halt, 1, 2!!	Class—halt, 1, 2!!	2	2							
										Leg ..	{ Starting position .. Movement ..	Hips firm walk outward standing	Hips firm walk outward standing	.. .. .	Hips firm walk outward standing	Hips firm walk outward standing
Head ..	{ Starting position .. Movement ..	Standing.	Head bending backward .. .. .	.. .. .	Head backward—bend! Head—raise! .. .. .	.. .. .	.. .. .	3	3							
										Breathing	{ Starting position .. Movement ..	Standing.	Breathing, with arms turning .. .. .	.. .. .	With arms turning, breathe—in! Breathe—out!	.. .. .

PROGRAMME III (a).

Group.	Part.	Name of Exercise.	Command.	No. of Performances.	
				A	B
Introductory.	Order	Form Class .. .. . Standing.	(As before).		
	Head	Feet closing and opening with hips firm, Class counting to 6 Standing.	Counting to 6, with hips firm, feet closing and opening—begin!!	3	3
	Leg	Head bending backward .. .. Hips firm walk outward standing	Head backward—bend! Head—raise! .. .. Feet—close!! Feet—open!! With hips firm, left foot outward—place!!	3	3
Main.	Leg	Heels raising .. .. . .. .. . .. .. .	Heels—raise! Heels—lower! .. .. Feet change—1!! 2!! Heels—raise! Heels—lower! .. .. In 1 count—position!!	3	3
	Arm	Standing. Arms stretching forward and sideways (twice in each direction), Teacher counting to 4 .. ..	Arms stretching forward and sideways, twice each way—1!! 2!! 1!! 2!! 3!! 4!! 3!! 4!! .. .. Position!!	2	2
	Spinal	Cross bend stride stoop standing	With arms across bend, feet astride—place!! Trunk forward—bend!		
Main.	Game	Arms flinging, Teacher counting to 8 .. .. and .. .. Hips firm stride stoop standing .. .. Trunk bending downward .. ..	Arms flinging—1!! 2!! 3!! 4!! 5!! 6!! 7!! 8!! .. .. Hips—firm!!	1	1
	Jumping	303-309. Hips firm spring standing .. .. Jump forward (short jumps) .. ..	Trunk downward—bend! Trunk forward—raise! Trunk upward—raise! In 2 counts—position!!	2	2
	Jumping	Hips firm toe standing .. .. Stride skip jump .. .. . Stretch standing .. .. .	Position!! Feet—close!! Feet—open!! Hips—firm!! Heels—raise! Knees, halfway, outward Forward jump—go!! go!! (&c.). [—bend! Knees—stretch! Heels—lower! Position!! Feet—close!! Feet—open!! Hips—firm!! Heels—raise!		
Closing.	Leg	Hips firm spring standing .. .. Heels raising .. .. .	Stride skip jump—begin!! Class—halt, 1, 2!! Heels—lower! Position!!	4	4
	Head	Standing. Head bending backward .. .. Hips firm standing .. .. .	Feet—close!! Feet—open!! Arms upward stretch—1!! 2!!	3	3
	Breathing	Breathing .. .. .	Heels—raise! Heels—lower! .. .. Arms downward stretch—1!! 2!!	4	4
Closing.	Head	Standing. Head bending backward .. .. Hips firm standing .. .. .	Head backward—bend! Head—raise! .. .. Hips—firm!!	3	3
	Breathing	Breathing .. .. .	Breathe—in! Breathe—out! .. .. Position!!	4	4

PROGRAMME III (b).

Group.	Part.	Name of Exercise.	Command.	No. of Performances.		
				A	B	
Introductory.	Order ..	Form Class .. .. .	(As before).			
		Standing. Face 90 degrees with arms bending, Class counting .. .. .				
	Head ..	{ Starting position Movement .. .. .	Bend standing Head bending backward .. .. .	Arms upward—bend!! Head—raise! .. .. . Position!!	3	3
		{ Starting position Movement .. .. .	Bend standing Heels raising and knees bending .. .. .	Feet—close!! Feet—open!! Arms upward—bend!! Heels—raise! Knees, halfway, outward—bend! Knees—stretch! Heels—lower! .. .. .	3	3
Arm ..	{ Starting position Movement .. .. .	Cross bend standing Arms flinging, Teacher counting [to 8	Arms across—bend!! Arms flinging—1!! 2!! 3!! 4!! 5!! 6!! 7!! 8!! .. .. .	2	2	
	{ Starting position Movement .. .. .	Hips firm stride standing .. .. . Trunk bending sideways and .. .. .	Position!! With hips firm, feet astride—place!! Trunk to the left—bend! Trunk—raise! Trunk to the right—bend! Trunk—raise! .. .. . Trunk to the left—turn!! Forward—turn!! Trunk to the right—turn!! Forward—turn!! .. .. . In 2 counts—position!!	2	2	
Main.	Marching ..	Standing. Marching forward .. .. .	Forward—march!! Class—halt, 1, 2!! Feet—close!! Feet—open!! Heels—raise! On the toes—march!! Open out! Class—halt, 1, 2!! Heels—lower!			
		{ Starting position Movement .. .. .	Hips firm toe standing .. .. .	Feet—close!! Feet—open!! Hips—firm!! Heels—raise!		
	Jumping ..	{ Starting position Movement .. .. .	Skip jump, moving forward .. .. .	Skip jump, moving forward—begin!! Class—halt, 1, 2!! Heels—lower! Position!! With crown firm, feet—close!! Heels—raise! Heels—lower! .. .. . Open the feet—position!!	4	4
{ Starting position Movement .. .. .		Crown firm close standing Heels raising .. .. .				
Closing.	Head ..	Standing. Head bending backward .. .. .	Head backward—bend! Head—raise! .. .. .	3	3	
		{ Starting position Movement .. .. .	Breathing, with arms turning .. .. .	With arms turning, breathe—in! Breathe—out!	4	4

## PROGRAMME IV (a).

Group.	Part.	Name of Exercise.	Command.	No. of Performances.	
				A	B
Order	{ Starting position Movement ..	Form Class .. .. .	(As before).		
		Standing.	Counting to 3, one step to the left—march!! One step to the right—march!!	1	1
Head	{ Starting position Movement ..	Step sideways one step, Class counting to 3 .. .. .	Head turning, beginning to the left—1!! 2!! 3!! 4!!		
		Standing.	Beginning to the right—1!! 2!! 3!! 4!! .. .		
Leg	{ Starting position Movement ..	Head turning .. .. .	Feet—close!! Feet—open!! With hips firm, left foot outward—place!!		
		Hips firm walk outward standing	Heels—raise! Heels—lower! .. .. .	3	3
Arm	{ Starting position Movement ..	Heels raising .. .. .	Feet change—1!! 2!!		
		Standing.	Heels—raise! Heels—lower! .. .. .	3	3
Spinal	{ Starting position Movement ..	Arms stretching sideways and upward (twice in each direction), Teacher counting to 4 .. .. .	In 1 count—position!!		
		Bend kneeling .. .. .	Arms stretching sideways and upward, twice each way—1!! 2!! 1!! 2!! 3!! 4!! 3!! 4!! .. .	2	2
Abdominal	{ Starting position Movement ..	Chest raising and head lifting backward .. .. .	Arms downward stretch—1!! 2!!		
		Standing.	Kneeling—place!! Arms upward—bend!!		
Game	{ Starting position Movement ..	Preparation for jumping, Teacher counting to 4 .. .. .	With chest raise, head backward—lift! With chest lower, head—raise! .. .. .	3	2
		Toe standing .. .. .	Position!!		
Jumping	{ Starting position Movement ..	Squat 303-309.	Squat down—place!! Position!! .. .. .	4	3
		Skip jump, moving forward .. .. .	Position!! Feet—close!! Feet—open!!		
Leg	{ Starting position Movement ..	Bend standing .. .. .	Prepare to jump—1!! 2!! 3!! 4!!		
		Heels raising and knees bending	Feet—close!! Feet—open!! Heels—raise!		
Head	{ Starting position Movement ..	Standing.	Skip jump, moving forward—begin!! Class—halt, 1, 2!!		
		Head bending backward .. .. .	Heels—lower!		
Breathing	{ Starting position Movement ..	Hips firm standing .. .. .	Feet—close!! Feet—open!! Arms upward—bend!!		
		Breathing .. .. .	Heels—raise! Knees, halfway, outward—bend! Knees—stretch! Heels—lower! .. .. .	3	3
			Position!!		
			Head backward—bend! Head—raise!		
			Hips—firm!!		
			Breathe—in! Breathe—out! .. .. .		
			Position!!		

PROGRAMME IV (b).

	Group.	Part.	Name of Exercise.	Command.	No. of Performances.	
					A	B
Introductory.	Order	{ Starting position Movement ..	Form Class .. .. .	(As before).	1	1
	Head	{ Starting position Movement ..	Standing. Feet closing and opening with hips firm, Class counting to 6 ..	Counting to 6, with hips firm, feet closing and opening—begin!! Hips—firm!! Head backward—bend! Head—raise! .. ..	3	3
	Leg	{ Starting position Movement ..	Head bending backward .. ..	Position!! Feet—close!! Feet—open!! Arms upward—bend!! Heels—raise! Knees, halfway, outward—bend! Knees—stretch! Heels—lower! .. ..	3	3
	Arm	{ Starting position Movement ..	Bend standing .. .. . Heels raising and knees bending .. ..	Position!! Arms sideways—raise! Arms—turn! Arms raising upward, slowly—1! 2! 3! 4! 5! 6! 7! 8! Quickly—1! 2! 3! 4! 5! 6! 7! 8! .. ..	1	1
Main.	Lateral	{ Starting position Movement ..	Arms raising upward (slowly and quickly), Teacher counting to 8 ..	Position!! With arms across bend, feet—close!! Trunk to the left—turn! Arms flinging—1! 2! 3! 4! .. ..	2	1
	Marching	{ Starting position Movement ..	Cross bend close turn standing ..	Trunk forward—turn! Trunk to the right—turn! Arms flinging—1! 2! 3! 4! .. ..	2	1
	Running	{ Starting position Movement ..	Arms flinging, Teacher counting [to 4] .. ..	Trunk forward—turn! Open the feet—position!! Forward—march!! Open out! Class—halt, 1, 2!! Feet—close!! Feet—open!! Heels—raise! In place—run!! Class—halt, 1, 2, 3, 4!! Heels—lower! Feet—close!! Feet—open!! Hips—firm!! Heels—raise!	2	1
	Jumping	{ Starting position Movement ..	Standing. Marching forward .. .. . Toe standing .. .. . Running in place .. .. .	Feet—close!! Feet—open!! Hips—firm!! Heels—raise! Stride skip jump, facing to the left every 4 jumps—begin!! Facing to the right every 4 jumps—begin!! Heels—lower! Position!! Crown—firm!! Feet astride—place!! Feet together—place! .. ..	3	3
	Leg	{ Starting position Movement ..	Hips firm toe standing .. .. . Stride skip jump with facing 90 degrees .. .. .	Position!! Arms sideways—raise! Arms—turn! Arms raising upward—1! 2! .. ..	3	3
	Arm	{ Starting position Movement ..	Arms raising upward (slowly) .. ..	Arms—lower! With head lifting backward, breathe—in! Breathe—out! .. ..	4	4
	Breathing	{ Starting position Movement ..	Standing. Breathing, with head lifting backward [ward] .. ..			

## PROGRAMME V (a).

	Group.	Part.	Name of Exercise.	Command.	No. of Performances.	
					A	B
Introductory.	Order	{ Starting position Movement ..	Form Class .. .. . Standing. Face 90 degrees with hips firm, Class counting .. .. .	(As before). Counting, with hips firm, to the left—face!! With arms downward stretch, to the right—face!! With hips firm, to the right—face!! With arms downward stretch, to the left—face!!	3	3
	Head	{ Starting position Movement ..	Hips firm standing .. .. . Head bending backward .. .. .	Hips—firm!! Head backward—bend! Head—raise! .. .. . Position!!	3	3
	Leg	{ Starting position Movement ..	Crown firm stride standing .. .. . Heels raising .. .. .	With crown firm, feet astride—place!! Heels—raise! Heels—lower! .. .. . In 2 counts—position!!	6	6
	Arm	{ Starting position Movement ..	Standing. Arms stretching forward, sideways, side- ways, upward and downward, Teacher counting to 8 .. .. .	Arms stretching forward, sideways, upward and downward—1!! 2!! 3!! 4!! 5!! 6!! 7!! 8!! .. .. .	2	2
Main.	Spinal	{ Starting position Movement .. { Starting position Movement ..	Bend stride standing .. .. . Chest raising and head lifting backward .. .. and Hips firm stride stoop standing .. .. . Trunk bending downward .. .. .	With arms upward bend, feet astride—place!! With chest raise, head backward—lift! With chest lower, head—raise! .. .. . Hips—firm!! Trunk forward—bend! Trunk downward—bend! Trunk forward—raise! Trunk upward—raise! In 2 counts—position!!	3	2
	Game	See Paragraphs Starting position	303-309. Hips firm spring standing .. .. .	Position!! Feet—close!! Feet—open!! Hips— firm!! Heels—raise! Knees, halfway, outward Forward jump—go!! go!! (&c.). [—bend! Knees—stretch! Heels—lower! Position!! Feet—close!! Feet—open!! Hips—firm!! Heels —raise!	2	2
	Jumping	{ Movement .. { Starting position Movement ..	Jump forward (short jumps) .. .. . Hips firm toe standing .. .. . Stride skip jump .. .. .	Stride skip jump—begin!! Class—halt, 1, 2!! Heels—lower! Position!!	2	2
	Jumping	{ Starting position Movement ..	Hips firm walk outward standing .. .. . Heels raising .. .. . .. .. . .. .. . .. .. .	Feet—close!! Feet—open!! With hips firm, left foot outward—place!! Heels—raise! Heels—lower! .. .. . Feet change—1!! 2!! Heels—raise! Heels—lower! .. .. . In 1 count—position!!	2	2
	Leg	{ Starting position Movement .. { Starting position Movement ..	Standing. Arms raising sideways (slowly) .. .. . Standing. Breathing, head lifting backward .. .. .	Arms sideways—raise! Arms—lower! .. .. . Head lifting backward, breathe—in! Breathe—out!	3	4
	Leg	{ Starting position Movement .. { Starting position Movement ..	.. .. . .. .. . .. .. . .. .. .	.. .. . .. .. . .. .. . .. .. .	2	2
	Arm	{ Starting position Movement .. { Starting position Movement ..	.. .. . .. .. . .. .. . .. .. .	.. .. . .. .. . .. .. . .. .. .	2	2
	Arm	{ Starting position Movement .. { Starting position Movement ..	.. .. . .. .. . .. .. . .. .. .	.. .. . .. .. . .. .. . .. .. .	2	2
	Arm	{ Starting position Movement .. { Starting position Movement ..	.. .. . .. .. . .. .. . .. .. .	.. .. . .. .. . .. .. . .. .. .	2	2
	Breathing	{ Starting position Movement .. { Starting position Movement ..	.. .. . .. .. . .. .. . .. .. .	.. .. . .. .. . .. .. . .. .. .	3	4
Closing.						

PROGRAMME V (b).

Order	Starting position { Movement ..	Form Class ..	(As before).	
Introductory.	..	Standing.	Counting to 3, one step to the left—march!! One step to the right—march!!	3
	Head ..	Step sideways one step, Class counting to 3.	Hips—firm!!	3
	..	Hips firm standing ..	Head backward—bend! Head—raise!	..
	..	Head bending backward ..	Position!!	..
Main.	Leg ..	Hips firm walk outward standing	Feet—close!! Feet—open!! With hips firm, left foot outward—place!	3
	..	Heels raising ..	Heels—raise! Heels—lower! ..	..
	..	..	Feet change—1!! 2!!	3
	..	..	Heels—raise! Heels—lower! ..	..
	..	..	In 1 count—position!!	3
	Arm ..	Reach standing	Arms forward—raise!	..
	..	Arms parting (slowly and quickly), Teacher counting to 8 ..	Arms parting, slowly—1! 2! 3! 4! 5! 6! 7! 8! Quickly—1!! 2!! 3!! 4!! 5!! 6!! 7!! 8!! ..	1
	..	..	Position!!	..
	..	Hips firm kneeling ..	Kneeling—place!! Hips—firm!!	2
	..	Trunk bending sideways .. and ..	Trunk to the left—bend! Trunk—raise! Trunk to the right—bend! Trunk—raise! ..	..
..	Lateral ..	Bend turn kneeling ..	Arms upward—bend!! Trunk to the left—turn!	2
	..	Arms stretching sideways,	Arms stretching sideways—1!! 2!! 3!! 4!!	1
	..	.. [Teacher counting to 4	Trunk forward—turn! Trunk to the right—turn!	..
	..	..	Arms stretching sideways—1!! 2!! 3!! 4!!	1
..	Running	Toe standing ..	Trunk forward—turn! Position!!	2
	..	Running in place ..	Feet—close!! Feet—open!! Heels—raise!	..
	..	Standing.	In place—run!! Class—halt, 1, 2, 3, 4!!	..
	..	Marching forward ..	Heels—lower!	..
..	Marching	Marching on the toes ..	Forward—march!! Class—halt, 1, 2!!	3
	..	..	Feet—close!! Feet—open!! Heels—raise!	..
	..	..	On the toes—march!! Open out! Class—halt, 1, 2!!	..
	..	..	Heels—lower!	..
..	Jumping	Standing.	Feet—close!! Feet—open!!	3
	..	Preparation for jumping, Teacher counting to 4 ..	Prepare to jump—1!! 2!! 3!! 4!!	..
	..	Toe standing ..	Feet—close!! Feet—open!! Heels—raise!	..
	..	Skip jump, moving forward	Skip jump, moving forward—begin!! Class—[halt, 1, 2!!	..
..	Leg ..	Crown firm standing	Crown—firm!!	3
	..	Feet placing astride	Feet astride—place!! Feet together—place!!	..
	..	Standing.	Position!!	..
	..	Arms turning (slowly)	Arms outward—turn! To the side—turn! ..	3
..	Arm ..	Standing.	Arms outward—turn! To the side—turn! ..	3
	..	Breathing, head lifting backward	Head lifting backward, breathe—in! Breathe—out!	4
Closing.	Breathing	..	..	4
	..	..	..	..

## PROGRAMME VI (a).

Group.	Part.	Name of Exercise.	Command.	No. of Performances.	
				A	B
Introductory.	Order	Form Class .. .. .	(As before).		
		Hips firm standing .. .. . Feet closing and opening, counting to 4 .. .. .	Hips—firm!! Counting to 4, feet closing and opening—begin!! Position!!	2	1
Introductory.	Head	Standing.			
		{ Head turning and head bending backward .. .. .	{ Head turning, beginning to the left—1!! 2!! 3!! 4!! Beginning to the right—1!! 2!! 3!! 4!! .. .. . Head backward—bend! Head—raise! .. .. . Feet—close!! Feet—open!!	2	3
Introductory.	Leg	{ Standing .. .. . Feet placing outward with arms bending upward, Teacher counting to 4	{ With arms bending upward, feet placing outward, beginning with the left—1!! 2!! 3!! 4!! Beginning with the right—1!! 2!! 3!! 4!! .. .. .	1	1
		Arm	Arms stretching forward, sideways, upward and downward—1!! 2!! 3!! 4!! 5!! 6!! 7!! 8!!		
Main.	Spinal	Standing.			
		{ Arms stretching forward, sideways, upward, upward and downward, Teacher counting to 8 .. .. . Bend stride standing .. .. . Chest raising and head lifting backward .. .. . and .. .. . Bend stride stoop standing .. .. . Arms stretching sideways, Teacher counting to 4 .. .. .	{ With arms upward bend, feet astride—place!! With chest raise, head backward—lift!! With chest lower, head—raise! .. .. . Trunk forward—bend! Arms stretching sideways—1!! 2!! 3!! 4!! Trunk—raise! In 2 counts—position!!	3	2
Main.	Game	303-309.			
		{ Starting position .. .. . Movement .. .. .	{ Position!! Feet—close!! Feet—open!! (Heels— raise!) (As necessary). (Heels—lower!)	2	1
Main.	Jumping	(Any jump already practised)			
		{ Starting position .. .. . Movement .. .. .	{ Feet—close!! Feet—open!! Arms upward—bend!! Heels—raise! Knees, halfway, outward—bend! Knees—stretch! Heels—lower! .. .. . Position!!	3	3
Closing.	Leg	Standing.			
		{ Starting position .. .. . Movement .. .. .	{ Arms forward—raise! Arms—lower! Hips—firm!! With head lifting backward, breathe—in! Breathe —out! .. .. . Position!!	3	3
Closing.	Arm	Arms raising forward (slowly) .. .. .			
		{ Starting position .. .. . Movement .. .. .	{ With head lifting backward, breathe—in! Breathe —out! .. .. . Position!!	4	4

PROGRAMME VI (b).

Introductory.	Order	Starting position	Form Class	(As before).			
Introductory.	Head	Movement	Face 90 degrees with hips firm, Class counting	Counting, with hips firm, to the left—face!! With arms downward stretch, to the left—face!! With hips firm, to the right—face!! With arms downward stretch, to the right—face!!	3		
						Hips firm standing	Hips—firm!!
	Leg	Movement	Bend standing	Feet—close!! Knees, halfway, outward—bend!! Heels—raise! Heels—lower!	Feet—open!! Arms upward—bend!!	3	
							Heels raising and knees bending
Main.	Arm	Movement	Cross bend standing	Arms across—bend!!	2		
						Arms flinging, Teacher counting [to 8]	Arms flinging—1!! 2!! 3!! 4!! 5!! 6!! 7!! 8!!
	Lateral	Movement	Hips firm stride standing	With hips firm, feet astride—place!!	Trunk to the left—bend! Trunk—raise! Trunk to the right—bend! Trunk—raise!	2	
							Trunk bending sideways and
		Movement	Bend stride turn standing	Arms stretching sideways, Teacher counting to 4	Arms stretching sideways—1!! 2!! 3!! 4!!	Trunk forward—turn! Trunk to the right—turn!	1
	Marching	Movement	Hips firm standing	Hips—firm!!	With knees raising, in place—march!! Class—halt, 1, 2!!	2	
							Marching in place, with knees raising
	Marching	Movement	Standing	Forward—march!! Open out! Class—halt, 1, 2!!	Feet—close!! Feet—open!! (Heels—raise!)	1	
							Marching forward
Jumping	Movement	Standing	Feet—close!! Feet—open!!	With arms bending upward, feet placing outward, beginning with the left—1!! 2!! 3!! 4!! Beginning with the right—1!! 2!! 3!! 4!!	1		
						Any jump already practised	Head backward—bend! Head—raise!
Leg	Movement	Standing	Feet placing outward with arms bending upward, Teacher counting to 4	Head backward—bend! Head—raise!	3		
						Arms raising sideways, Teacher counting to 4	With arms raising sideways, breathe—in! Breathe—out!
Arm	Movement	Standing	Arms raising sideways, Teacher counting to 4	Head backward—bend! Head—raise!	3		
						Breathing, with arms raising sideways	With arms raising sideways, breathe—in! Breathe—out!
Breathing	Movement	Standing	Arms raising sideways, Teacher counting to 4	Head backward—bend! Head—raise!	4		
						Breathing, with arms raising sideways	With arms raising sideways, breathe—in! Breathe—out!

PROGRAMME I (a).

	Group.	Part.	Name of Exercise.	Command.	No. of Performances.	
					A	B
Introductory.	Order ..	{ Starting position Movement ..	Form Class .. .. .	4 leaders—out!! 4 lines—fall in!! Distance forward—place!! Position!!	1	1
			Standing. Step sideways one step and face 90 degrees, Class counting ..	Counting, with one step to the left march, to the right—face!! (Or any other combination of stepping sideways one step, followed by facing 90 degrees.) Hips—firm!! Head turning, beginning to the left—1!! 2!! 3!! 4!! Beginning to the right—1!! 2!! 3!! 4!! .. .. Position!!	1	1
Main.	Head ..	{ Starting position Movement ..	Hips firm standing .. .. .	Hips—firm!!	6	6
			Head turning .. .. .	Head turning, beginning to the left—1!! 2!! 3!! 4!! Beginning to the right—1!! 2!! 3!! 4!! .. .. Position!!	6	6
	Leg ..	{ Starting position Movement ..	Crown firm close standing .. .. .	With crown firm, feet—close!! Heels—raise! Heels—lower! .. .. . Open the feet—position!!	2	2
			Heels raising .. .. .	With crown firm, feet—close!! Heels—raise! Heels—lower! .. .. . Open the feet—position!!	2	2
	Arm ..	{ Starting position Movement ..	Standing. Arms stretching forward, sideways, upward and downward, Teacher counting to 8 .. .. .	Arms stretching forward, sideways, upward and downward—1!! 2!! 3!! 4!! 5!! 6!! 7!! 8!! .. ..	2	2
			Bend stride standing .. .. . Chest raising and head lifting backward .. .. and .. .. .	With arms upward bend, feet astride—place!! With chest raise, head backward—lift! With chest lower, head—raise! .. .. . Trunk forward—bend!	3	2
	Spinal ..	{ Starting position Movement ..	Bend stride stoop, standing .. .. .	Arms stretching sideways—1!! 2!! 3!! 4!! 5!! 6!! Trunk—raise! In 2 counts—position!!	2	1
			Arms stretching sideways, Teacher counting to 6 .. .. .	Arms stretching sideways—1!! 2!! 3!! 4!! 5!! 6!! Trunk—raise! In 2 counts—position!!	2	1
	Game ..	See Paragraphs Starting position	Hips firm spring standing .. .. .	Position!! Feet—close!! Feet—open!! Hips—firm!! Heels—raise! Knees, halfway, outward—bend!	3	2
			Jumping forward (short jumps) .. .. .	Forward jump—go!! go!! (&c.). Knees—stretch! Heels—lower! Position!! Feet—close!! Feet—open!! Arms upward—bend!! Heels—raise! Knees, halfway, outward—bend! Knees—stretch! Heels—lower! .. .. . Position!!	3	3
Leg ..	{ Starting position Movement ..	Bend standing .. .. .	Arms outward—turn! To the side—turn! .. .. . Hips—firm!! With head lifting backward, breathe—in! Breathe—out! .. .. . Position!!	3	3	
		Heels raising and knees bending .. .. .	Arms outward—turn! To the side—turn! .. .. . Hips—firm!! With head lifting backward, breathe—in! Breathe—out! .. .. . Position!!	3	3	
Arm ..	{ Starting position Movement ..	Standing. Arms turning (slowly) .. .. .	Arms outward—turn! To the side—turn! .. .. . Hips—firm!! With head lifting backward, breathe—in! Breathe—out! .. .. . Position!!	3	3	
		Hips firm standing .. .. .	Arms outward—turn! To the side—turn! .. .. . Hips—firm!! With head lifting backward, breathe—in! Breathe—out! .. .. . Position!!	3	3	
Breathing ..	{ Starting position Movement ..	Breathing, with head lifting backward [ward	Arms outward—turn! To the side—turn! .. .. . Hips—firm!! With head lifting backward, breathe—in! Breathe—out! .. .. . Position!!	4	4	
		.. .. .	Arms outward—turn! To the side—turn! .. .. . Hips—firm!! With head lifting backward, breathe—in! Breathe—out! .. .. . Position!!	4	4	

SERIES V  
PROGRAMME I (b).

Order	Introductory.	Starting position	Standing.	Feet close and—open!!		
Arm	{ Starting position Movement .. Starting position Movement ..	Arms bending and stretching downward, Teacher counting 4	Arms bending and stretching downward—1!! 2!! 3!! 4!! .. .. ..	Arms bending and stretching downward—1!! 2!! 3!! 4!! .. .. ..	1	1
Head	{ Starting position Movement .. Starting position Movement ..	Head bending backward .. ..	Head backward—bend! Head—raise!	Head backward—bend! Head—raise!	3	3
Leg	{ Starting position Movement ..	Bend standing .. ..	Feet—close!! Feet—open!! Arms upward—bend!!	Feet—close!! Feet—open!! Arms upward—bend!!	3	3
		Heels raising and knees bending ..	Heels—raise! Knees, halfway, outward—bend!	Heels—raise! Knees, halfway, outward—bend!	3	3
Arm	{ Starting position Movement ..	Yard standing (palms up) .. ..	Position!!	Position!!	1	1
		Arms raising upward (slowly and quickly), Teacher counting to 8	Arms sideways—raise! Arms—turn!	Arms sideways—raise! Arms—turn!	1	1
		Hips firm stride standing .. ..	Arms raising upward, slowly—1! 2! 3! 4! 5! 6! 7! 8!	Arms raising upward, slowly—1! 2! 3! 4! 5! 6! 7! 8!	1	1
		Trunk bending sideways and ..	Quickly—1!! 2!! 3!! 4!! 5!! 6!! 7!! 8!! ..	Quickly—1!! 2!! 3!! 4!! 5!! 6!! 7!! 8!! ..	1	1
Lateral	{ Starting position Movement .. Starting position Movement ..	Hips firm stride standing .. ..	With hips firm, feet astride—place!!	With hips firm, feet astride—place!!	2	2
		Trunk turning .. ..	Trunk to the left—bend! Trunk—raise! Trunk to the right—bend! Trunk—raise!	Trunk to the left—bend! Trunk—raise! Trunk to the right—bend! Trunk—raise!	2	2
Running	{ Starting position Movement ..	Crown firm stride standing .. ..	Crown—firm!!	Crown—firm!!	2	2
		Running in place .. ..	Trunk to the left—turn! Forward—turn! Trunk to the right—turn! Forward—turn!	Trunk to the left—turn! Forward—turn! Trunk to the right—turn! Forward—turn!	2	2
Marching	{ Starting position Movement .. Starting position Movement ..	Toe standing .. ..	In 2 counts—position!!	In 2 counts—position!!	2	2
		Marching forward .. ..	Feet—close!! Feet—open!! Heels—raise!	Feet—close!! Feet—open!! Heels—raise!	2	2
		Marching on the toes .. ..	In place—run!! Class—halt, 1, 2, 3, 4!!	In place—run!! Class—halt, 1, 2, 3, 4!!	2	2
Jumping	{ Starting position Movement ..	Standing .. ..	Heels—lower!	Heels—lower!	2	2
		Preparation for jumping and facing 90 degrees, Teacher counting [to 6	Forward—march!! Class—halt, 1, 2!!	Forward—march!! Class—halt, 1, 2!!	2	2
Jumping	{ Starting position Movement ..	Toe standing .. ..	Feet—close!! Feet—open!!	Feet—close!! Feet—open!!	2	2
		Skip jump .. ..	Prepare to jump and to the left face—1!! 2!! 3!! 4!!	Prepare to jump and to the left face—1!! 2!! 3!! 4!!	2	2
Leg	{ Starting position Movement ..	Crown firm standing .. ..	Prepare to jump and to the right face—1!! 2!! 3!!	Prepare to jump and to the right face—1!! 2!! 3!!	3	3
		Feet placing astride .. ..	4!! 5!! 6!!	4!! 5!! 6!!	3	3
Head	{ Starting position Movement ..	Standing .. ..	Feet—close!! Feet—open!! Heel—raise!	Feet—close!! Feet—open!! Heel—raise!	3	3
		Head bending backward .. ..	Skip jump—begin!! Class—halt, 1, 2!!	Skip jump—begin!! Class—halt, 1, 2!!	3	3
Breathing	{ Starting position Movement ..	Reach standing .. ..	Heels—lower!	Heels—lower!	3	3
		Breathing, with arms parting ..	Crown—firm!!	Crown—firm!!	3	3
			Feet astride—place!! Feet together—place!!	Feet astride—place!! Feet together—place!!	3	3
			Position!!	Position!!	3	3
			Head backward—bend! Head—raise!	Head backward—bend! Head—raise!	3	3
			Arms forward—raise!	Arms forward—raise!	3	3
			With arms parting, breathe—in! Breathe—out!	With arms parting, breathe—in! Breathe—out!	3	3
			Arms—lower!	Arms—lower!	4	4

PROGRAMME II (a).

	Group.	Part.	Name of Exercise.	Command.	No. of Performances.	
					A	B
Introductory.	Order	{ Starting position	Form Class .. .. .	(As before).		
		{ Movement	Standing.	{ With arms upward bend, to the left—face!! With arms downward stretch, to the right—face!!		
	Head	{ Starting position	{ Face 90 degrees with arms bending upward, Class counting .. .. .	{ With arms upward bend, to the right—face!!		
		{ Movement	Bend standing .. .. .	{ With arms downward stretch, to the left—face!!		
Main.	Leg	{ Starting position	Head bending backward .. .. .	Arms upward—bend!!	3	3
		{ Movement	Crown firm stride standing .. .. .	Head backward—bend! Head—raise! .. .. .		
	Arm	{ Starting position	Heels raising .. .. .	Position!!	6	6
		{ Movement	1/2 Yard 1/2 reach standing .. .. .	With crown firm, feet astride—place!!		
Closing.	Arm	{ Starting position	Arms raising to 8 .. .. .	Heels—raise! Heels—lower! .. .. .	2	2
		{ Movement	Teacher counting by bending, .. .. .	In 2 counts—position!!		
	Spinal	{ Starting position	Cross bend stride stoop standing .. .. .	Arms upward—bend!! Left arm sideways, right arm forward—stretch!!		
		{ Movement	Arms flinging, Teacher counting to 8 .. .. .	Arms changing by bending—1!! 2!! 3!! 4!! 5!! 6!! 7!! 8!!		
Game	Jumping	{ Starting position	Arms flinging, Teacher counting to 8 .. .. .	Arms upward—bend!! Arms downward—stretch!!	2	2
		{ Movement	Hips firm stride stoop standing .. .. .	With arms across bend, feet astride—place!!		
Leg	Breathing	{ Starting position	Trunk bending downward .. .. .	Trunk forward—bend!	2	2
		{ Movement	393-399. Toe standing .. .. .	Trunk upward—raise! In 2 counts—position!!		
Arm	Breathing	{ Starting position	Skip jump, moving forward .. .. .	Position!! Feet—close!! Feet—open!! Heels—raise!	2	1
		{ Movement	Arms flinging, Teacher counting to 8 .. .. .	Skip jump, moving forward—begin!! Class—halt, 1, 2!!		
Breathing	Breathing	{ Starting position	Arms flinging, Teacher counting to 8 .. .. .	Heels—lower!	2	2
		{ Movement	Hips firm stride stoop standing .. .. .	Arms upward—bend!!		
Breathing	Breathing	{ Starting position	Trunk bending downward .. .. .	Feet placing outward, beginning with the left—1!! 2!! 3!! 4!! Beginning with the right—1!! 2!! 3!! 4!!	1	1
		{ Movement	393-399. Toe standing .. .. .	Position!!	3	3
Breathing	Breathing	{ Starting position	Skip jump, moving forward .. .. .	Arms sideways—raise!	3	3
		{ Movement	Arms flinging, Teacher counting to 8 .. .. .	Arms turning—1! 2! .. .. .		
Breathing	Breathing	{ Starting position	Arms flinging, Teacher counting to 8 .. .. .	Arms—lower!	4	4
		{ Movement	Hips firm stride stoop standing .. .. .	With head lifting backward, breathe—in! Breathe—out! .. .. .		

PROGRAMME II (b).

Order	(Starting position Movement)	Form Class	(As before).	12 steps	12 steps	3	3	
Introductory.	..	Form Class ..	Counting, to the left face and one step to the left—march!! (Or any other combination of facing 90 degrees, followed by one step sideways.)	..	..	..	..	
	Head ..	{ Starting position Movement ..	Hips firm standing ..	Hips—firm!!	Hips—firm!!	..	..	
	Leg ..	{ Starting position Movement ..	Head bending backward ..	Head backward—bend! Head—raise!	Head—raise!	..	..	
Main.	..	Bend standing ..	Arms upward—bend!!	Arms upward—bend!!	Arms upward—bend!!	..	..	
	Arm ..	{ Starting position Movement ..	Feet placing outward, Teacher counting to 4 ..	Feet placing outward, beginning with the left—1!! 2!! 3!! 4!! Beginning with the right—1!! 2!! 3!! 4!!	Feet placing outward, beginning with the left—1!! 2!! 3!! 4!!	..	..	
	..	Reach standing ..	Arms raising upward (slowly and quickly), Teacher counting to 8 ..	Arms forward—raise!	Arms forward—raise!	..	..	
	Lateral ..	{ Starting position Movement ..	Crown firm stride standing ..	Arms raising upward, slowly—1! 2! 3! 4! 5! 6! 7! 8!	Arms raising upward, slowly—1! 2! 3! 4! 5! 6! 7! 8!	..	..	
	..	Trunk bending sideways ..	Trunk firm stride standing ..	With crown firm, feet astride—place!!	Trunk to the left—bend! Trunk—raise!	Trunk to the right—bend! Trunk—raise!	..	..
	Marching	{ Starting position Movement ..	Hips firm standing ..	In 2 counts—position!!	In 2 counts—position!!	..	..	
	..	Marching in place with knees raising ..	Marching forward ..	With knees raising, in place—march!!	With knees raising, in place—march!!	..	..	
	Marching	{ Starting position Movement ..	Standing ..	Forward—march!! Class—halt, 1, 2!!	Forward—march!! Class—halt, 1, 2!!	..	..	
	..	Toe standing ..	Marching forward ..	Feet—close!! Feet—open!!	Feet—close!! Feet—open!!	..	..	
	..	Marching on the toes ..	Marching on the toes ..	On the toes—march!! Open out! Class—halt, Heels—lower!	On the toes—march!! Open out! Class—halt, Heels—lower!	..	..	
Jumping	{ Starting position Movement ..	Standing ..	Feet—close!! Feet—open!!	Feet—close!! Feet—open!!	..	..		
..	Jump upward in place, [Teacher counting to 5	Jump upward in place, [Teacher counting to 5	Upward jump—1! 2!! 3!! 4! 5!	Upward jump—1! 2!! 3!! 4! 5!	..	..		
Jumping	{ Starting position Movement ..	Hips firm toe standing ..	Feet—close!! Feet—open!! Hips—firm!! Heels—raise!	Feet—close!! Feet—open!! Hips—firm!! Heels—raise!	..	..		
..	Stride skip jump with facing 90 degrees ..	Stride skip jump with facing 90 degrees ..	Stride skip jump, facing to the left at every 4th jump—begin!! Facing to the right at every 4th	Stride skip jump, facing to the left at every 4th jump—begin!! Facing to the right at every 4th	..	..		
..	Hips firm walk outward standing	Hips firm walk outward standing	Heels—lower! Position!!	Heels—lower! Position!!	..	..		
Closing.	Leg ..	{ Starting position Movement ..	Feet—close!! Feet—open!! With hips firm, left foot outward—place!!	Feet—close!! Feet—open!! With hips firm, left foot outward—place!!	..	..	..	
	..	Heels raising ..	Heels—raise! Heels—lower! ..	Heels—raise! Heels—lower! ..	..	..	..	
	..	Feet change—1!! 2!!	Feet change—1!! 2!!	Feet change—1!! 2!!	..	..	..	
	..	Heels—raise! Heels—lower! ..	Heels—raise! Heels—lower! ..	Heels—raise! Heels—lower! ..	..	..	..	
Head ..	{ Starting position Movement ..	Standing ..	In 1 count—position!!	In 1 count—position!!	..	..		
..	Head bending backward ..	Head bending backward ..	Head backward—bend! Head—raise!	Head backward—bend! Head—raise!	..	..		
Breathing	{ Starting position Movement ..	Standing ..	Arms raising sideways, breathe—in!	Arms raising sideways, breathe—in!	..	..		
..	Breathing, arms raising sideways	Breathing, arms raising sideways	Breathe—out!	Breathe—out!	..	..		

PROGRAMME III (a).

	Group.	Part.	Name of Exercise.	Command.	No. of Performances.		
					A	B	
Introductory.	Order	{ Starting position Movement ..	Form Class .. .. .	(As before).	1	1	
	Head	{ Starting position Movement ..	Feet closing and opening with hips firm, Class counting to 6 Head turning .. .. .	Counting to 6, with hips firm, feet closing and opening—begin!! Hips—firm!! Head turning, beginning to the left—1!! 2!! 3!! 4!! Beginning to the right—1!! 2!! 3!! 4!! .. .	1	1	
Main.	Leg	{ Starting position	Bend walk outward standing ..	Position!! Feet—close!! Feet—open!! With arms upward bend, left foot outward—place!!	3	3	
		{ Movement Starting position Movement ..	Heels raising .. .. .	Heels—raise! Heels—lower! .. .	3	3	
	Arm	{ Starting position	Standing.	In 1 count—position!!	.. .	.. .	
		{ Movement ..	Arms stretching forward, sideways and upward, twice each way—1!! 2!! 1!! 2!! 3!! 4!! 3!! 4!! 5!! 6!! .. .	Arms stretching forward, sideways and upward, twice each way—1!! 2!! 1!! 2!! 3!! 4!! 3!! 4!! 5!! 6!! .. .	2	1	
	Spinal	{ Starting position	Bend stride standing ..	Arms downward, stretch—1!! 2!!	.. .	.. .	
		{ Movement ..	Chest raising and head lifting backward .. .. and ..	With arms upward bend, feet astride—place!! With chest raise, head backward—lift!! With chest lower, head—raise! .. .	3	2	
	Game	Jumping	{ Starting position	Trunk bending downward ..	Trunk forward—bend!	2	2
			{ Movement ..	Arms stretching sideways ..	Arms stretching sideways—1!! 2!! 3!! 4!! 5!! 6!! Hips—firm!! Trunk downward—bend! Trunk forward—raise! Trunk upward—raise! In 2 counts—position!!	2	2
	Leg	Jumping	{ Starting position	Arms stretching forward, sideways and upward (twice in each direction), Teacher counting to 6 ..	Position!! Feet—close!! Feet—open!! Upward jump—1!! 2!! 3!! 4!! 5!	3	3
			{ Movement ..	Bend stride stoop standing ..	Feet—close!! Feet—open!! Hips—firm!! Heels—raise! Knees, half-way, outward—bend! Forward jump—go!! go!! (&c.).	3	3
Arm	Breathing	{ Starting position	Arms stretching forward, sideways and upward (twice in each direction), Teacher counting to 6 ..	Feet—close!! Feet—open!! Feet—open!! Knees—stretch! Heels—lower! .. .	3	3	
		{ Movement ..	Arms stretching forward, sideways and upward (twice in each direction), Teacher counting to 6 ..	Arms outward—turn! To the side—turn! .. .	3	3	
Closing.	Breathing	{ Starting position	Arms stretching forward, sideways and upward (twice in each direction), Teacher counting to 6 ..	With head lifting backward, breathe—in! Breathe—out! .. .	4	4	
		{ Movement ..	Arms stretching forward, sideways and upward (twice in each direction), Teacher counting to 6 ..	.. .	.. .		

PROGRAMME III (b).

Order	Starting position				
Introductory.	..	{ Starting position .. Movement ..	Standing. Step sideways one step and face 90 degrees, or vice versa, Class counting .. .. .	Counting, with one step to the left march, to the left—face!! (Or any other combination of stepping sideways one step and facing 90 degrees.)	1
	Arm ..	{ Starting position .. Movement ..	Cross bend standing .. .. . Arms flinging, Teacher count 4 .. ..	Arms flinging—1!! 2!! 3!! 4!! Position!!	1
	Head ..	{ Starting position .. Movement ..	Head bending backward .. .. . Crown firm standing .. .. .	Head backward—bend! Head—raise! Feet—close!! Feet—open!! Crown—firm!!	3
	Leg ..	{ Starting position .. Movement ..	Heels raising and knees bending .. .. .	Heels—raise! Knees, halfway, outward—bend! Knees—stretch! Heels—lower! .. .. . Position!!	3
Main.	Arm ..	{ Starting position .. Movement ..	1/2 Stretch 1/2 yard standing .. .. .	Arms upward—bend!! Left arm upward, right arm sideways—stretch!!	2
	Lateral ..	{ Starting position .. Movement ..	Arms changing by bending, Teacher counting to 8 .. .. .	Arms changing by bending—1!! 2!! 3!! 4!! 5!! 6!! 7!! 8!!	2
		{ Starting position .. Movement ..	Cross bend stride turn standing .. .. .	Arms downward stretch—1!! 2!! With arms across bend, feet astride—place!! Trunk to the left—turn!	2
	Running	{ Starting position .. Movement ..	Arms flinging, counting 6 .. .. .	Arms flinging—1!! 2!! 3!! 4!! 5!! 6!!	1
		{ Starting position .. Movement ..	Toe standing .. .. . Running in place .. .. .	Trunk forward—turn! Trunk to the right—turn! Arms flinging—1!! 2!! 3!! 4!! 5!! 6!!	1
	Marching	{ Starting position .. Movement ..	Standing .. .. .	Trunk forward—turn! In 2 counts—position!!	2
		{ Starting position .. Movement ..	Marching forward .. .. . Toe standing .. .. . Marching on the toes .. .. .	Feet—close!! Feet—open!! Heels—raise! In place—run!! Class—halt, 1, 2, 3, 4!! Heels—lower!	2
	Jumping	{ Starting position .. Movement ..	Standing .. .. .	Forward—march!! Class—halt, 1, 2!!	1
		{ Starting position .. Movement ..	{ Preparation for jumping and facing 90 degrees, Teacher counting [to 6	Feet—close!! Feet—open!! Heels—raise! On the toes—march!! Open out! Class—halt, Heels—lower! Feet—close!! Feet—open!! Prepare to jump and to the left face—1!! 2!! 3!! 4!! 5!! 6!! Prepare to jump and to the right face—1!! 2!! 3!! 4!! 5!! 6!!	3
	Jumping	{ Starting position .. Movement ..	Toe standing .. .. . Stride skip jump, with arms raising sideways .. .. .	Feet—close!! Feet—open!! Heels—raise! Stride skip jump, with arms raising sideways—begin!! Class—halt, 1, 2!! Heels—lower!	1
{ Starting position .. Movement ..		Standing .. .. . Feet placing outward with arms bending upward, Teacher counting to 4 .. .. .	Feet—close!! Feet—open!! Feet placing outward, with arms bending upward, beginning with the left—1!! 2!! 3!! 4!! Beginning with the right—1!! 2!! 3!! 4!!..	1	
Closing.	Head ..	{ Starting position .. Movement ..	Head bending backward .. .. . Reach standing .. .. . Breathing, with arms parting .. .. .	Head backward—bend! Head—raise! .. .. . Arms forward—raise! With arms parting, breathe—in! Breathe—out! Arms—lower!	3
	Breathing	{ Starting position .. Movement ..	.. .. .	.. .. .	4
		{ Starting position .. Movement ..	.. .. .	.. .. .	4

PROGRAMME IV (a).

Group.	Part.	Name of Exercise.	Command.	No. of Performances.	
				A	B
Introductory.	Order	Form Class .. .. .	(As before).		
		Standing.	{ With hips firm, to the left—face!! With arms downward stretch, to the right—face!! With hips firm, to the right—face!! With arms downward stretch, to the left—face!!		
Head	Starting position Movement	Hips firm standing .. .. .	Hips—firm!!	3	3
		Head bending backward .. .. .	Head backward—bend! Head—raise! Position!!		
Leg	Starting position Movement	Hips firm spring standing .. .. .	Feet—close!! Feet—open!! Hips—firm!! Heels—raise! Knees, halfway, outward—bend!		
		Head turning .. .. .	Head turning, beginning to the left—1!! 2!! 3!! 4!! .. .. . Beginning to the right—1!! 2!! 3!! 4!! .. .. . Knees—stretch! Heels—lower! Position!!	1	1
Arm	Starting position Movement	Standing.			
		Arms stretching forward, downward, sideways and upward—1!! 2!! 3!! 4!! 5!! 6!! 7!! 8!! .. .. . Teacher counting to 8 .. .. .	Arms stretching forward, downward, sideways and upward—1!! 2!! 3!! 4!! 5!! 6!! 7!! 8!! .. .. . Arms downward stretch—1!! 2!!	2	2
Spinal	Starting position Movement	Cross bend stride stoop standing .. .. .	With arms across bend, feet astride—place!! Trunk forward—bend!		
		Arms flinging, Teacher counting to 8 .. .. . and .. .. . Hips firm stride stoop standing .. .. . Trunk bending downward .. .. .	Arms flinging—1!! 2!! 3!! 4!! 5!! 6!! 7!! 8!! .. .. . Hips—firm!! Trunk downward—bend! Trunk forward—raise! Trunk upward—raise! In 2 counts—position!!	2	2
Game	See Paragraphs Starting position Movement	303-309.			
		Toe standing .. .. .	Position!! Feet—close!! Feet—open!! (Hips—firm!!) Heels—raise!		
Jumping	Starting position Movement	Skip or stride skip jump (any variety) .. .. .	(As necessary). Heels—lower! (Position!!)		
		Standing .. .. . Feet placing outward with arms bending upward, Teacher counting to 4 .. .. .	Feet—close!! Feet—open!! Feet placing outward, with arms bending upward, beginning with the left—1!! 2!! 3!! 4!! .. .. . Beginning with the right—1!! 2!! 3!! 4!! .. .. .	1	1
Arm	Starting position Movement	Arms raising sideways (slowly) .. .. .	Arms sideways—raise! Arms—lower! .. .. .	3	3
		Hips firm standing .. .. . Breathing, with head lifting backward	Hips—firm!! With head lifting backward, breathe—in! Breathe—out! .. .. . Position!!		
Breathing	Starting position Movement				
Closing.	Breathing				

PROGRAMME IV (b).

Group.	Part.	Name of Exercise.	Command.	No. of Performances.	
				A	B
Introductory.	Order ..	Form Class .. .. . Standing. Face 90 degrees and step sideways one step, or vice versa, Class counting .. .. .	(As before).		
	Head ..	Hips firm standing .. .. . Head bending backward .. .. .	Counting, to the left face and one step to the left—march!! (Or any other combination of stepping sideways one step and facing 90 degrees.) Hips—firm!! Head backward—bend! Head—raise! .. .. . Position!!	3	3
Main.	Leg ..	Bend standing .. .. . Feet placing outward with arms stretching sideways, Teacher counting to 8 .. .. .	Feet—close!! Feet—open!! Arms upward—bend!! With arms stretching sideways, feet placing outward, beginning with the left—1!! 2!! 3!! 4!! Beginning with the right—1!! 2!! 3!! 4!! .. .. . Position!!	1	1
	Arm ..	Cross bend standing .. .. . Arms flinging, Teacher counting [to 8	Arms across—bend!! Arms flinging—1!! 2!! 3!! 4!! 5!! 6!! 7!! 8!! .. .. . Position!!	2	2
Main.	Lateral ..	Crown firm stride standing .. .. . Trunk bending sideways .. and ..	With crown firm, feet astride—place!! Trunk to the left—bend! Trunk—raise! Trunk to the right—bend! Trunk—raise! .. .. . Trunk to the left—turn! Forward—turn! Trunk to the right—turn! Forward—turn! .. .. . In 2 counts—position!!	2	2
	Marching ..	Hips firm standing .. .. . Marching in place with knees raising	Hips—firm!! With knees raising, in place—march!! Class—halt, 1, 2!! .. .. . Position!!	2	2
Main.	Marching ..	Standing. Marching forward .. .. . Toe standing .. .. . Marching on the toes .. .. .	Forward—march!! Class—halt, 1, 2!! Feet—close!! Feet—open!! Heels—raise! On the toes—march!! Open out! Class—halt, [1, 2!! Heels—lower! Feet—close!! Feet—open!! (&c.).	12 steps	12 steps
	Jumping ..	(Any variety) .. .. . Hips firm spring standing .. .. .	(As necessary). Feet—close!! Feet—open!! Hips—firm!! Heels—raise! Knees, halfway, outward—bend!	1	1
Closing.	Leg ..	Head turning .. .. .	Head turning, beginning to the left—1!! 2!! 3!! 4!! Beginning to the right—1!! 2!! 3!! 4!! .. .. . Knees—stretch! Heels—lower! Position!!	1	1
	Arm ..	Standing. Arms turning (slowly) .. .. .	Arms outward—turn! To the side—turn! .. .. .	3	3
Closing.	Breathing ..	Standing. Breathing, with head lifting backward	With head lifting backward, breathe—in! Breathe—out! .. .. .	4	4

## PROGRAMME V (a).

	Group.	Part.	Name of Exercise.	Command.	No. of Performances.		
					A	B	
Introductory.	Order	{ Starting position	Form Class .. .. .	(As before).			
		{ Movement	{ Face 90 degrees with arms bending upward.. .. .	{ With arms upward bend, to the left—face!! With arms downward stretch, to the right—face!! With arms upward bend, to the left—face!! With arms downward stretch, to the right—face!!			
	Head	{ Starting position	Bend standing	Arms upward—bend!!	Arms upward bend, to the left—face!!		
		{ Movement	Head bending backward .. .. .	Head backward—bend!	Head—raise!	3	3
Main.	Leg	{ Starting position	Hips firm stride toe standing	With hips firm, feet astride—place!!	Heels—raise!		
		{ Movement	Single knee bending, Teacher counting to 4 .. .. .	Single knee bending, beginning with the left—1! 2! 3! 4!	.. .. .	3	3
	Arm	{ Starting position	Standing.	Heels—lower! In 2 counts—position!!	.. .. .		
		{ Movement	Arms stretching forward, sideways and upward (twice in each direction), Teacher counting to 6	Arms stretching forward, sideways and upward, twice each way—1!! 2!! 1!! 2!! 3!! 4!! 3!! 4!! 5!! 6!! 5!! 6!! .. .. .	.. .. .	2	1
Spinal	{ Starting position	{ Movement	Cross bend stride high-arch standing [ing	With arms across bend, feet astride—place!!	.. .. .		
			Arms flinging, Teacher counting to 4 .. .. .	With chest raise, head backward—lift!	.. .. .		
	{ Starting position	{ Movement	Hips firm stride standing .. .. .	Arms flinging—1!! 2!! 3!! 4!!	.. .. .	3	2
			Trunk bending <i>forward</i> and downward	Trunk <i>forward</i> and downward—bend! Trunk <i>forward</i> and upward—raise!	.. .. .	2	2
Game	Jumping	{ Starting position	303-309.	Position!! Feet—close!! Feet—open!!			
		{ Movement	Jump upward in place, with arms raising sideways, Teacher counting to 5 .. .. .	Upward jump, with arms raising sideways—1! 2! 3! 4! 5!			
	{ Starting position	{ Movement	Toe standing .. .. .	Feet—close!! Feet—open!! (Hips—firm!!) Heels [—raise!	.. .. .		
			Skip or stride skip jump (any [variety)	(As necessary). Heels—lower! (Position!!)	.. .. .	2	2
Closing.	Leg	{ Starting position	Bend walk outward standing .. .. .	Feet—close!! Feet—open!! With arms upward bend, left foot outward—place!!	.. .. .		
		{ Movement	Heels raising .. .. .	Heels—raise! Heels—lower! .. .. .	.. .. .	2	2
	Arm	{ Starting position	Yard standing (palms up) .. .. .	Feet change—1!! 2!!	.. .. .		
		{ Movement	Arms raising upward (slowly) .. .. .	Heels—raise! Heels—lower! .. .. .	.. .. .	3	3
Breathing	{ Starting position	{ Movement	Standing.	Arms sideways—raise! Arms—turn!	.. .. .		
			Breathing, head lifting backward	Arms raising upward—1! 2! .. .. .	Arms—lower!	4	4

PROGRAMME V (b).

Order	Starting position				
Introductory	..	Standing.	Counting to 4, with arms bending upward, feet closing and opening—begin!!	3	3
	Head ..	{ Starting position Movement ..	Head backward—bend! Head—raise! ..	3	3
	Leg ..	{ Starting position Movement ..	Arms upward—bend!! With arms stretching sideways, feet placing outward, beginning with the left—1!! 2!! 3!! 4!! Beginning with the right—1!! 2!! 3!! 4!! ..	1	1
Main	Arm ..	{ Starting position Movement ..	Arms forward—raise! Arms raising upward, slowly—1! 2! 3! 4! 5! 6! 7! 8! Quickly—1!! 2!! 3!! 4!! 5!! 6!! 7!! 8!! Position!!	1	1
	Lateral ..	{ Starting position Movement ..	With arms sideways stretch, feet astride—place!! Trunk to the left—bend! Trunk—raise! Trunk to the right—bend! Trunk—raise! ..	2	2
		{ Starting position Movement ..	Arms upward—bend!! Trunk to the left—turn! Arms stretching downward—1!! 2!! 3!! 4!! 5!! 6!! Trunk forward—turn! Trunk to the right—turn! Arms stretching downward—1!! 2!! 3!! 4!! 5!! 6!! Trunk forward—turn! In 2 counts—position!!	2	1
	Running	{ Starting position Movement ..	Feet—close!! Feet—open!! Heels—raise! In place—run!! Class—halt, 1, 2, 3, 4!! Heels—lower!	2	1
	Marching	{ Starting position Movement ..	Forward—march!! Class—halt, 1, 2!! Feet—close!! Feet—open!! Heels—raise!	2	1
		{ Starting position Movement ..	On the toes—march!! Open out! Class—halt, 1, 2!! Heels—lower!	2	1
	Jumping	{ Starting position Movement ..	Feet—close!! Feet—open!! Hips—firm!! Heels—raise!	2	1
		{ Starting position Movement ..	Dancing step sideways, beginning with the left foot—begin!! Class—halt, 1, 2!! Heels—lower! Position!!	2	1
	Jumping	{ Starting position Movement ..	Feet—close!! Feet—open!! Prepare to jump and to the left face—1!! 2!! 3!! 4!! 5!! 6!!	2	1
		{ Starting position Movement ..	Prepare to jump and to the right face—1!! 2!! 3!! 4!! 5!! 6!!	2	1
Leg ..	{ Starting position Movement ..	With hips firm, feet astride—place!! Heels—raise! Single knee bending, beginning with the left—1! 2! 3! 4! Heels—lower! In 2 counts—position!!	2	2	
	Head ..	{ Starting position Movement ..	Head backward—bend! Head—raise! ..	3	3
Closing	Breathing ..	{ Starting position Movement ..	Hips—firm!! Breathe—in! Breathe—out! .. Position!!	4	4

## PROGRAMME VI (a).

Group.	Part.	Name of Exercise.	Command.	No. of Performances.		
				A	B	
Introductory.	Order ..	{ Starting position Movement ..	(As before).			
	Head ..	{ Starting position Movement ..	Counting to 6, feet closing and opening—begin!!			
	Leg ..	{ Starting position Movement ..	Head backward—bend! Head—raise! .. .. Feet—close!! Feet—open!! Hips—firm!! Left foot, outward lunge—place!! Feet together —place!! Right foot, outward lunge—place!! Feet together—place!! .. .. Position!!	3	3	
Main.	Arm ..	{ Starting position Movement ..	Arms stretching forward, sideways, upward and downward, twice each way—1!! 2!! 1!! 2!! 3!! 4!! 3!! 4!! 5!! 6!! 5!! 6!! 7!! 8!! 7!! 8!! ..	2	1	
	Spinal ..	{ Starting position Movement ..	With arms across bend, feet astride—place!! With chest raise, head backward—lift! With chest lower, head—raise! .. .. Trunk forward—bend!	3	2	
		{ Starting position Movement ..	Arms flinging—1!! 2!! 3!! 4!! 5!! 6!! 7!! 8!! .. Hips—firm!! Trunk downward—bend! Trunk forward—raise! Trunk upward—raise! In 2 counts—position!!	1	2	
	Game ..	See Paragraphs 303-309.	Position!! Feet—close!! Feet—open!! (&c.). (As necessary).			
	Jumping ..	{ Starting position Movement ..	Feet—close!! Feet—open!! Crown—firm!! Heels—raise! Knees, halfway, outward—bend! Knees—stretch! Heels—lower! .. .. Position!!	3	3	
	Leg ..	{ Starting position Movement ..	Arms forward—raise! Arms parting—1! 2! .. .. Arms—lower!	3	3	
	Arm ..	{ Starting position Movement ..	Hips—firm!! With head lifting backward, breathe—in! Breathe —out! .. .. Position!!	4	4	
	Closing.	Breathing ..	{ Starting position Movement ..			
			{ Starting position Movement ..			



## PROGRAMME I (a).

Group.	Part.	Name of Exercise.	Command.	No. of Performances.	
				A	B
Introductory.	Order	Form Class .. .. .	4 leaders—out!! 4 lines—fall in!! Distance forward—place!! Position!!	1	1
	Head	Standing. Face 90 degrees, Class counting .. Hips firm standing .. .. . { Head turning (slowly) and .. .. . Movement .. .. .	Counting, to the left—face!! To the right—face!! Hips—firm!! Head turning, beginning to the left—1! 2! 3! 4! Beginning to the right—1! 2! 3! 4! .. .. . Head backward—bend! Head—raise! .. .. . Position!!	1	4
Main.	Leg	{ Starting position .. .. . Movement .. .. .	Feet—close!! Feet—open!! Hips—firm!! Feet placing outward, beginning with the left—1! 2! 3! 4!! Beginning with the right—1! 2! 3! 4!! .. .. . Position!!	2	2
	Arm	{ Starting position .. .. . Movement .. .. .	Arms stretching forward, sideways, upward and downward, twice each way—1! 2! 1! 2! 1! 3! 4! 3! 4! 5! 6! 5! 6! 7! 8! 7! 8! .. .. . Position!!	2	2
Main.	Spinal	{ Starting position .. .. . Movement .. .. .	Hips—firm!! Trunk backward—bend! Trunk—raise! Trunk forward—bend! Trunk—raise! .. .. . Position!!	1	1
	Abdominal	{ Starting position .. .. . Movement .. .. .	Hips—firm!! With knees raising, 12 steps, in place—march!! Position!!	4	3
Main.	Balance	Toe standing .. .. . Step forward (sideways) (backward) 1 (2) (3) steps .. .. .	Feet—close!! Feet—open!! Heels—raise! One (two) (three) steps forward (to the left) (to the right) (backward)—march!! Heels—lower!	1	1
	Game	See Paragraphs .. .. . { Starting position .. .. . Movement .. .. .	Position!! Feet—close!! Feet—open!! Hips—firm!! Heels—raise! Stride skip jump—begin!! Class—halt, 1, 2!! Heels—lower! Position!!	1	1
Closing.	Leg	Hips firm standing .. .. . Feet placing forward, Teacher counting to 4 .. .. .	Feet—close!! Feet—open!! Hips—firm!! Feet placing forward, beginning with the left—1! 2! 3! 4!! Beginning with the right—1! 2! 3! 4!! .. .. . Position!!	1	1
	Arm	Standing .. .. . Arms raising sideways (slowly) .. .. . Hips firm standing .. .. . Breathing .. .. .	Arms sideways—raise! Arms—lower! .. .. . Hips—firm!! Breathe—in! Breathe—out! .. .. . Position!!	3	3
Closing.	Breathing	Breathing .. .. .	Breathe—in! Breathe—out! .. .. . Position!!	4	4

PROGRAMME I (b).

Order	Introductory.	Starting position	Form Class	(As before).		
Head	{ Starting position Movement ..	Standing ..	Class ..	Counting to 3, one step to the left—march!! One step to the right—march!!	1	1
Leg	{ Starting position Movement ..	..	..	Hips—firm!!	1	4
				Head turning, beginning to the left—1! 2! 3! 4!	..	..
Leg	{ Starting position Movement ..	..	..	Head backward—bend! Head—raise!	..	..
				Position!!	..	..
Leg	{ Starting position Movement ..	..	..	Feet—close!! Feet—open!! Hips—firm!!	1	1
				Feet placing forward, beginning with the left—1!! 2!! 3!! 4!!	..	..
Arm	{ Starting position Movement ..	..	..	Beginning with the right—1!! 2!! 3!! 4!!	..	..
				Position!!	..	..
Arm	{ Starting position Movement ..	..	..	Arms sideways—raise! Arms—turn!	1	1
				Arms raising upward, slowly—1! 2! 3! 4! 5! 6! 7! 8!	..	..
Lateral	{ Starting position Movement ..	..	..	Quickly—1!! 2!! 3!! 4!! 5!! 6!! 7!! 8!!	3	3
				Position!!	..	..
Balance	{ Starting position Movement ..	..	..	With hips firm, feet astride—place!!	3	3
				Trunk to the left—bend! Trunk—raise! Trunk to the right—bend! Trunk—raise!	..	..
Marching	{ Starting position Movement ..	..	..	Trunk to the left—turn! Forward—turn!	1	1
				Trunk to the right—turn! Forward—turn!	..	..
Jumping	{ Starting position Movement ..	..	..	In a counts—position!!	1	1
				Feet—close!! Feet—open!! Hips—firm!! Heels—raise!	..	..
Breathing	{ Starting position Movement ..	..	..	Head turning, beginning to the left—1! 2! 3! 4!	..	..
				Beginning to the right—1! 2! 3! 4!	..	..
Breathing	{ Starting position Movement ..	..	..	Heels—lower! Position!!	1	1
				Hips—firm!!	..	..
Breathing	{ Starting position Movement ..	..	..	With changing step—march!! Class—halt, 1, 2, 3, 4!!	..	..
				Feet—close!! Feet—open!! Hips—firm!! Heels—raise!	..	..
Breathing	{ Starting position Movement ..	..	..	Skip jump, high and low jumps—begin!! Class—halt, 1, 2!!	..	..
				Heels—lower! Position!!	..	..
Breathing	{ Starting position Movement ..	..	..	Feet—close!! Feet—open!! Hips—firm!!	..	..
				Feet placing sideways, beginning with the left—1! 2! 3! 4!	..	..
Breathing	{ Starting position Movement ..	..	..	Beginning with the right—1!! 2!! 3!! 4!!	..	..
				Position!!	..	..
Breathing	{ Starting position Movement ..	..	..	Arms outward—turn! To the side—turn! ..	3	3
				Breathe—in! Breathe—out! ..	..	..

PROGRAMME II (a).

	Group.	Part.	Name of Exercise.	Command.	No. of Performances.	
					A	B
Introductory.	Order	{ Starting position Movement ..	Form Class .. .. .	(As before).		
			Standing.			
	Head	{ Starting position Movement ..	Feet closing and opening, counting to 10 .. .. .	Feet closing and opening—1!! 2!! 3!! 4!! 5!! 6!! 7!! 8!! 9!! 10!!	2	2
			Hips firm standing .. .. .	Hips—firm!!	4	4
Leg	{ Starting position Movement ..	Head turning (slowly) .. .. .	Head turning, beginning to the left (right)—1!! 2!! 3!! 4!! .. .. .	2	2	
		Standing .. .. .	Position!!			
Main.	Arm	{ Starting position Movement ..	Head bending backward .. .. .	Head backward—bend! Head—raise! .. .. .	4	4
			Hips firm standing .. .. .	Feet—close!! Feet—open!!	2	2
	Spinal	{ Starting position Movement ..	Feet placing forward, Class counting to 4 .. .. .	Counting to 4, feet placing forward, beginning with the left (right)—begin!! .. .. .	2	2
			½ stretch ½ yard standing .. .. .	Position!!		
Abdominal	{ Starting position Movement ..	Arms changing by bending, Teacher counting to 8 .. .. .	Arms upward—bend!! Left arm upward, right arm sideways—stretch!!	3	3	
		Hips firm standing .. .. .	Arms changing by bending—1!! 2!! 3!! 4!! 5!! 6!! 7!! 8!! .. .. .	4	3	
Game	{ Starting position Movement ..	Trunk bending backward and .. .. .	Arms upward—bend!! Arms downward—stretch!!	3	2	
		Hips firm stoop standing .. .. .	Hips—firm!!			
Breathing	{ Starting position Movement ..	Head turning (quickly) .. .. .	Trunk backward—bend! Trunk—raise! .. .. .	4	3	
		Hips firm standing .. .. .	Trunk forward—bend!	3	2	
Closing.	Order	{ Starting position Movement ..	Hips firm standing .. .. .	Head turning, beginning to the left (right)—1!! 2!! 3!! 4!! .. .. .	2	2
			March in place with knees raising, 18 steps .. .. .	Trunk—raise!! Position!!	2	2
	Breathing	{ Starting position Movement ..	With knees raising, 18 steps, in place—march!! .. .. .	Hips—firm!!	2	2
			Position!!	Position!!		
Game	{ Starting position Movement ..	Hips firm toe support forward .. .. .	With knees raising, 18 steps, in place—march!!	2	2	
		March in place with knees raising, 18 steps .. .. .	Position!!			
Jumping	{ Starting position Movement ..	Hips firm toe support forward .. .. .	Position!!	2	2	
		Dancing step forward .. .. .	Position!!			
Leg	{ Starting position Movement ..	Hips firm toe support forward .. .. .	Position!! Feet—close!! Feet—open!! Hips—firm!! Left (right) foot forward, on tip-toe—place!!	2	2	
		Dancing step forward .. .. .	Position!!			
Arm	{ Starting position Movement ..	Feet placing outward with arms .. .. .	Dancing step forward—begin!! Class—halt, 1, 2!! Feet together—place!! Position!!	2	2	
		Feet placing outward .. .. .	Feet—close!! Feet—open!!	2	2	
Breathing	{ Starting position Movement ..	Feet placing outward .. .. .	Feet placing outward, with arms bending upward, beginning with the left (right)—1!! 2!! 3!! 4!!	2	2	
		Arms flinging (slowly), Teacher counting to 4 .. .. .	Arms across—bend!!	2	2	
Breathing	{ Starting position Movement ..	Arms flinging .. .. .	Arms flinging—1!! 2!! 3!! 4!! .. .. .	2	2	
		Breathing .. .. .	Position!!			
Breathing	{ Starting position Movement ..	Arms flinging .. .. .	Arms flinging—1!! 2!! 3!! 4!! .. .. .	2	2	
		Breathing .. .. .	Position!!			
Breathing	{ Starting position Movement ..	Arms flinging .. .. .	Arms flinging—1!! 2!! 3!! 4!! .. .. .	2	2	
		Breathing .. .. .	Position!!			
Breathing	{ Starting position Movement ..	Arms flinging .. .. .	Arms flinging—1!! 2!! 3!! 4!! .. .. .	2	2	
		Breathing .. .. .	Position!!			
Breathing	{ Starting position Movement ..	Arms flinging .. .. .	Arms flinging—1!! 2!! 3!! 4!! .. .. .	2	2	
		Breathing .. .. .	Position!!			

PROGRAMME II (b).

Introductory.	Order	Starting position Movement	Form Class	(As before).		
Main.	Head	{ Starting position Movement } { Starting position Movement } { Starting position Movement } { Starting position Movement }	Standing	Counting, to the left (right)—face!!	2	2
			Face 90 degrees and 180 degrees, Class counting	Counting, left (right) about—face!!	2	2
			Hips firm standing	Hips—firm!!	4	4
			Head turning (slowly)	Head turning, beginning to the left (right)—1!! 2!! 3!! 4!!	2	2
	Leg	{ Starting position Movement } { Starting position Movement }	Standing	Position!!	2	2
			Head bending backward	Head—raise!!	4	4
	Arm	{ Starting position Movement } { Starting position Movement }	Hips firm standing	Feet—close!! Hips—firm!!	2	2
			Feet placing sideways, counting to 4	Feet placing sideways, beginning with the left (right)—1!! 2!! 3!! 4!!	2	2
	Lateral	{ Starting position Movement } { Starting position Movement } { Starting position Movement }	Reach standing	Arms forward—raise!	1	1
			Arms parting with palms turning upward (slowly and quickly), Teacher counting to 8	Arms parting, with palms turning upward, slowly —1!! 2!! 3!! 4!! 5!! 6!! 7!! 8!! Quickly—1!! 2!! 3!! 4!! 5!! 6!! 7!! 8!!	1	1
Crown firm stride standing			Position!!	3	3	
Trunk bending sideways			With crown firm, feet astride—place!!	3	3	
Balance	{ Starting position Movement } { Starting position Movement }	Yard stride standing	Trunk to the left—bend! Trunk—raise! Trunk to the right—bend! Trunk—raise!	3	3	
		Trunk turning	Arms sideways—stretch!!	3	3	
Closing.	Marching	{ Starting position Movement } { Starting position Movement }	Hips firm standing	Trunk to the left—turn! Forward—turn! Trunk to the right—turn! Forward—turn!	3	3
			Change step march	In 2 counts—position!!	3	3
	Jumping	{ Starting position Movement } { Starting position Movement }	Hips firm standing	Hips—firm!!	3	3
			Hop march (foot behind), in place	Left foot backward, on tip-toe—place!! Feet together—place!! Right foot backward, on tip-toe—place!! Feet together—place!!	3	3
	Leg	{ Starting position Movement } { Starting position Movement }	Hips firm standing	Position!!	3	3
			Stride skip jump with facing 90 degrees	With changing step—march!! Class—halt, 1, 2, 3, 4!!	3	3
	Arm	{ Starting position Movement } { Starting position Movement }	Standing	(As before),	2	2
			Feet placing forward with arms bending upward	Hips—firm!!	2	2
	Breathing	{ Starting position Movement } { Starting position Movement }	Arms raising sideways	In place, with the foot behind, hop—march!! Class	2	2
			Breathing	Position!!	Feet—close!! Feet—open!! Hips—firm!! Heels—raise!	2

PROGRAMME III (a).

Group.	Part.	Name of Exercise.	Command.	No. of Per- formances.	
				A	B
Introductory.	Order	{ Starting position Movement ..	(As before). With arms upward bend, one step to the left (right) —march!!	2	2
	Head	{ Starting position Movement ..	Head turning, beginning to the left (right)—1! 2! Hips—firm!! Head backward—bend! Head—raise! ..	4	4
	Order	{ Starting position Movement ..	With arms downward stretch, one step to the right (left)—march!! Feet—close!! Feet—open!!		
Main.	Leg	{ Starting position Movement ..	Counting to 4, feet placing forward, with arms bending upward, beginning with the left (right) —begin!!	2	2
	Arm	{ Starting position Movement ..	Arms stretching sideways, forward, upward and downward, twice each way—1! 2! 1! 2! 3! 4! 5! 6! 7! 8! 9! 10! 11! 12! 13! 14! 15! 16! 17! 18! 19! 20!	2	1
	Spinal	{ Starting position Movement ..	With arms upward bend, feet astride—place!! Trunk backward—bend! Trunk—raise! Trunk forward—bend! Trunk—raise! ..	4	3
	Abdominal	{ Starting position Movement ..	In 2 counts—position!! Feet—close!! Feet—open!! With hips firm, left foot forward—place!!		
		{ Starting position Movement ..	With right knee bend, trunk slightly backward— fall! With right knee stretch, trunk—raise! ..	2	2
		{ Starting position Movement ..	Feet change—1! 2! With left knee bend, trunk slightly backward— fall! With left knee stretch, trunk—raise! ..	2	2
	Balance	{ Starting position Movement ..	In 1 count—position!! Hips—firm!! Left knee—raise! Left knee—lower! Right knee Position!! [—raise! Right knee—lower!	3	3
		Game	See Paragraphs		
	Jumping	{ Starting position Movement ..	Hips firm toe support sideways standing ..		
		{ Starting position Movement ..	Dancing step sideways ..		
Leg	{ Starting position Movement ..	Standing ..			
	{ Starting position Movement ..	Feet placing outward with arms raising sideways, Teach. count 4			
Head	{ Starting position Movement ..	Hips firm standing ..			
	{ Starting position Movement ..	Head lifting backward ..			
Breathing	{ Starting position Movement ..	Standing ..			
	{ Starting position Movement ..	Breathing ..	Breathe—in! Breathe—out! ..	4	4

Introductory.

Main.

Closing.

PROGRAMME III (b).

Order	Starting position Movement	Form Class	(As before).		
Introductory.	Head	{ Standing .. .. .	Form Class .. .. .	Feet closing and opening—1!! 2!! 3!! 4!! 5!!	2
		{ Feet closing and opening, counting to 8 .. .. .	Teacher .. .. .	6!! 7!! 8!!	4
		{ Bend standing .. .. .	.. .. .	Arms upward—bend!!	2
		{ Head turning (slowly) .. .. .	and .. .. .	Head turning, beginning to the left (right)—1!!	4
		{ Hips firm standing .. .. .	.. .. .	Hips—firm!!	..
	Leg	{ Head bending backward .. .. .	.. .. .	Head backward—bend! Head—raise!	..
		{ Standing .. .. .	.. .. .	Position!!	..
		{ Feet placing outward with arms bending upward, Class counting [to 4] .. .. .	.. .. .	Feet—close!! Feet—open!!	2
		{ Cross bend standing .. .. .	.. .. .	Counting to 4, feet placing outward, with arms bending upward, beginning with the left (right)—begin!!	..
		{ Arms flinging (quickly), Teacher counting to 8 .. .. .	Teacher .. .. .	Arms across—bend!!	3
Main.	Lateral	{ Yard stride standing .. .. .	.. .. .	Arms flinging—1!! 2!! 3!! 4!! 5!! 6!! 7!! 8!!	2
		{ Trunk bending sideways .. .. .	.. .. .	Position!!	3
		{ Hips firm stride turn standing .. .. .	.. .. .	With arms sideways stretch, feet astride—place!!	3
		{ Arms changing to bend, Teacher counting to 4 .. .. .	.. .. .	Trunk to the left—bend! Trunk—raise! Trunk to the right—bend! Trunk—raise! .. .. .	2
		{ .. .. .	.. .. .	Hips—firm!! Trunk to the left—turn!	2
	Balance	{ Yard toe standing .. .. .	.. .. .	Arms changing to bend—1!! 2!! 3!! 4!! .. .. .	1
		{ Arms turning (slowly) .. .. .	.. .. .	Trunk forward—turn! Trunk to the right—turn!	1
		{ Standing .. .. .	.. .. .	Arms changing to bend—1!! 2!! 3!! 4!! .. .. .	2
		{ Change step march .. .. .	.. .. .	Trunk forward—turn! In 2 counts—position!!	4
		{ Hop march (foot behind) forward .. .. .	.. .. .	Feet—close!! Feet—open!! Arms sideways—raise! Heels—raise!	..
Marching	{ Arms turning (slowly) .. .. .	.. .. .	Arms turning—1!! 2!! 1!! 2!! (&c.) .. .. .	4	
	{ Standing .. .. .	.. .. .	Heels—lower! Position!!	..	
	{ Change step march .. .. .	.. .. .	With changing step—march!! Class—halt, 1, 2,	..	
	{ Hips firm standing .. .. .	.. .. .	Hips—firm!!	..	
	{ Hop march (foot behind) forward .. .. .	.. .. .	Forward, with the foot behind, hop—march!!	..	
Jumping	{ Standing .. .. .	.. .. .	Position!!	..	
	{ Feet closing and opening .. .. .	.. .. .	(As before).	..	
	{ Feet closing .. .. .	.. .. .	Feet—close!! Feet—open!! Heels—raise!	..	
	{ Feet closing .. .. .	.. .. .	Skip jump, high and low jumps, with arms raising sideways at the high jump—begin!! Class—halt, 1, 2!!	..	
	{ Feet closing .. .. .	.. .. .	Heels—lower!	..	
Closing.	{ Feet closing .. .. .	.. .. .	Feet—close!! Feet—open!!	2	
	{ Feet closing .. .. .	.. .. .	Feet placing sideways, with arms raising sideways, beginning with the left (right)—1!! 2!! 3!! 4!! .. .. .	3	
	{ Feet closing .. .. .	.. .. .	Head backward—lift! Head—raise!	..	
	{ Feet closing .. .. .	.. .. .	Hips—firm!!	..	
	{ Feet closing .. .. .	.. .. .	Breathe—in! Breathe—out! .. .. .	4	

PROGRAMME IV (a).

Group.	Part.	Name of Exercise.	Command.	No. of Performances.	
				A	B
Introductory.	Order	{ Starting position .. Movement ..	With hips firm, to the left (right)—face!! With arms downward stretch, to the right (left)—face!!	2	2
	Head	{ Starting position .. Movement ..	Head turning, begin to the left (right)—1! 2! 3! 4! Arms upward—bend!!	2	2
	Head	{ Starting position .. Movement ..	Head bending backward with arms stretching downward—1! 2! 1! 2! (&c.) .. .. Position!! Feet—close!! Feet—open!!	4	4
Main.	Leg	{ Starting position .. Movement ..	Feet placing sideways, with arms raising sideways, beginning with the left (right)—1! 2! 3! 4! Arms upward—bend!! Left arm sideways, right arm upward—stretch!!	2	2
	Arm	{ Starting position .. Movement ..	Arms changing by bending—1! 2! 3! 4! 5! 6! 7! 8! .. .. Arms downward—stretch!! Hips—firm!!	3	2
	Spinal	{ Starting position .. Movement .. Starting position .. Movement ..	Trunk backward—bend! Trunk—raise! .. .. Trunk forward—bend! Arms changing to bend—1! 2! 3! 4! 5! 6! .. Trunk—raise! Position!! Feet—close!! Feet—open!! With hips firm, left foot forward—place!!	4	3
Closing.	Abdominal	{ Starting position .. Movement ..	With right knee bend, trunk backward—fall! With right knee stretch, trunk—raise! .. .. Feet change—1! 2! (Repeat with left knee bending)	2	2
	Balance	{ Starting position .. Movement ..	In 1 count—position!! Hips—firm!! Knees raise slowly, begin with left—1! 2! 3! 4! .. Position!!	2	2
	Game	See Paragraphs	Position!! Feet—close!! Feet—open!! Hips—firm!! Heels—raise! "Midge" jump—begin!! Class—halt, 1, 2!! Heels—lower! Position!!	3	3
Closing.	Jumping	{ Starting position .. Movement ..	Feet placing outward with heels raising, beginning with the left (right)—1! 2! 3! 4! 5! 6! 7! 8! Position!!	2	2
	Leg	{ Starting position .. Movement ..	Arms forward—raise! Arms parting, with palms turning upward—1! 2! 1! 2! .. .. Hips—firm!! Arms—lower! Breathe—out! .. .. Position!!	3	3
	Arm	{ Starting position .. Movement ..	Breathing .. .. .. ..	4	4

PROGRAMME IV (b).

Introductory.		Main.		Closing.	
Order	{ Starting position Movement ..	Standing.	Step forward (backward) one step	One step forward (backward)—march!!	2
Head	{ Starting position Movement ..	Standing.	Head turning (slowly) ..	Head turning, begin to the left (right)—1! 2! 3! 4! Arms upward—bend!!	2
Head	{ Starting position Movement ..	Head bending backward with arms stretching downward ..	Head bending backward ..	Head bending backward, with arms stretching downward—1! 2! 1! 2! (&c.) ..	4
Leg	{ Starting position Movement ..	Standing ..	Feet placing outward with arms raising sideways, Teach. count 4 ..	Position!! Feet—close!! Feet—open!! Feet placing outward, with arms raising sideways, beginning with the left (right)—1! 2! 3! 4! ..	2
Arm	{ Starting position Movement ..	Yard standing (palms up) ..	Arms raising upward (slowly and quickly), Teacher counting to 10 ..	Arms sideways—raise! Arms—turn! Arms raising upward, slowly—1! 2! 3! 4! 5! 6! 7! 8! 9! 10! Quickly—1! 2! 3! 4! 5! 6! 7! 8! 9! 10! ..	1
	{ Starting position Movement ..	Crown firm stride standing ..	Trunk bending sideways .. and ..	Position!! With crown firm, feet astride—place!! Trunk to the left—bend! Trunk—raise! To the right—bend! Trunk—raise! ..	3
Lateral	{ Starting position Movement ..	Bend stride turn standing ..	Arms stretching sideways, Teacher counting to 4 ..	Arms upward—bend! Trunk to the left—turn! Arms stretching sideways—1! 2! 3! 4! Trunk forward—turn! Trunk to the right—turn! Arms stretching sideways—1! 2! 3! 4! Trunk forward—turn! In 2 counts—position!! Hips—firm!! Left foot backward, on tip-toe—place!!	1
Balance	{ Movement .. Starting position ..	Hips firm toe support backward standing ..	Leg raising backward ..	Leg raising backward—1! 2! 1! 2! (&c.) .. Feet together—place!! Right foot backward, on tip-toe—place!!	2
Marching	{ Movement .. Starting position ..	Hips firm standing ..	Hop march (foot behind) ..	Leg raising backward—1! 2! 1! 2! (&c.) .. Feet together—place!! Position!! Hips—firm!! With the foot behind, hop—march!! Class—halt, 1, 2!!	2
Marching	{ Starting position Movement ..	Form Class ..	Hips firm standing ..	Position!! (As before). Hips—firm!!	3
Marching	{ Starting position Movement ..	Hop march (foot in front), in place ..	Hips firm standing ..	In place, with the foot in front, hop—march!! Class—halt, 1, 2, 3!!	3
Jumping	{ Starting position Movement ..	Hips firm toe standing ..	Skip jump, moving forward ..	Position!! Feet—close!! Feet—open!! Hips—firm!! Heels—raise! Skip jump, moving forward—begin!! Class—halt, 1, 2!!	2
Leg	{ Starting position Movement ..	Skip jump, moving forward ..	Bend standing ..	Heels—lower! Position!! Feet—close!! Feet—open!! Arms upward—bend!!	2
Head	{ Starting position Movement ..	Feet placing forward and sideways, with arms stretching sideways, Teacher counting to 4 ..	Feet placing forward and sideways, with arms stretching sideways, left foot—1! 2! 3! 4! Right foot—1! 2! 3! 4! Position!! Hips—firm!!	Feet placing forward and sideways, with arms stretching sideways, left foot—1! 2! 3! 4! Right foot—1! 2! 3! 4! Position!! Hips—firm!!	3
Breathing	{ Starting position Movement ..	Head lifting backward ..	Standing ..	Head backward—lift! Head—raise! Position!!	3
	{ Starting position Movement ..	Breathing ..	Breathing ..	Breathe—in! Breathe—out! ..	4

PROGRAMME V (a).

Group.	Part.	Name of Exercise.	Command.	No. of Performances.	
				A	B
Introductory.	Order	Standing. Feet closing and opening with hips firm, Teacher counting to 6 ..	With hips firm, feet closing and opening—1!! 2!! 3!! 4!! 5!! 6!!	3	3
		Bend standing ..	Arms upward—bend!!	4	4
	Head	Head turning with alternate arm stretching sideways (slowly) and bend standing ..	Head turning with alternate arm stretching sideways, beginning to the left (right)—1! 2! 1! 2! (&c.) With arms upward bend, head forward—turn!	3	3
		Head bending backward with arms stretching downward ..	Head bending backward with arms stretching downward—1! 2! 1! 2! (&c.) Position!!	4	4
Main.	Leg	Bend standing ..	Feet—close!! Feet—open!! Arms upward—bend!!	2	2
		Feet placing forward and sideways with arms stretching sideways, Teacher counting to 4 ..	Feet placing forward and sideways, with arms stretching sideways, left foot—1!! 2!! 3!! 4!! Right foot—1!! 2!! 3!! 4!! Position!!	2	2
	Arm	Standing. Arms stretching forward, upward, sideways and downward (twice in each direction), Teach. count 8 ..	Arms stretching forward, upward, sideways and downward, twice each way—1!! 2!! 1!! 2!! 3!! 4!! 3!! 4!! 5!! 6!! 5!! 6!! 7!! 8!! 7!! 8!! ..	2	2
		Bend stride standing ..	With arms upward bend, feet astride—place!!	4	3
	Spinal	Trunk bending backward and yard stride stoop standing ..	Trunk—raise! Arms sideways—stretch!! Trunk forward—bend!	4	3
		Arms turning ..	Arms turning—1! 2! 1! 2! (&c.) Trunk—raise! In 2 counts—position!!	4	3
	Abdominal	Bend walk forward standing ..	Feet—close!! Feet—open!! With arms upward bend, left foot forward—place!!	2	2
		Trunk falling backward (slightly) with rear knee bending ..	[See Programme III (a)] With arms stretch downward, feet change—1!! 2!! (Repeat with left knee bending)	2	2
	Balance	Hips firm toe support sideways standing ..	In 1 count—position!! Hips—firm!! Left foot sideways on tip-toe—place!!	2	2
		Leg raising sideways ..	Leg raising sideways—1! 2! 1! 2! (&c.) Feet together—place!! Right foot sideways, &c. Leg raising sideways—1! 2! 1! 2! (&c.) Position!!	2	2
Game	297-316. Hips firm toe standing ..	Position!! Feet—close!! Feet—open!! Hips—firm!! Heels—raise!	2	2	
	Stride skip jump with facing 90 degrees ..	Stride skip jump, facing to the left (and right) every Heels—lower! Position!! [4 jumps—begin!!	2	2	
Jumping	Hips firm standing ..	Feet—close!! Feet—open!! Hips—firm!!	2	2	
	Feet placing outward with heels raising, Teacher counting to 8 ..	Feet placing outward, with heels raising, beginning with the left (right)—1! 2! 3! 4! 5! 6! 7! 8!	2	2	
Leg	Yard standing (palms up) ..	Position!! Arms sideways—raise! Arms—turn!	3	3	
	Arms raising upward (slowly) ..	Arms raising upward—1! 2! 1! 2! (&c.) Arms—lower! Hips—firm!!	3	3	
Arm	Hips firm standing ..	Breathe—in! Breathe—out! ..	4	4	
	Breathing ..	Position!!	4	4	

PROGRAMME V (b).

Order	Starting position	Instruction	Repetition
Introductory.	{ Starting position .. Movement ..	Standing, Face 90 degrees with arms bend- ing upward.. .. and ..	
	{ Starting position .. Movement ..	Bend standing. Head turning with alternate arm stretching sideways (slowly) and	3
	{ Starting position .. Movement ..	Bend standing .. .. Head bending backward with arms stretching downward and ..	4
Main.	{ Starting position .. Movement ..	Bend standing. Face 90 degrees with arms stretch- ing downward .. ..	4
	{ Starting position .. Movement ..	Hips firm standing .. .. Feet placing outward with heels raising. Teacher counting to 8	2
	{ Starting position .. Movement ..	Reach standing .. .. Arms parting with palms turning upward (slowly and quickly), Teacher counting to 10.. ..	2
Main.	{ Starting position .. Movement ..	Yard standing .. .. Trunk bending sideways and ..	1
	{ Starting position .. Movement ..	Crown firm standing .. .. Trunk turning .. ..	3
	{ Starting position .. Movement ..	Hips firm standing .. .. Alternate knee raising .. ..	3
Main.	{ Starting position .. Movement ..	Hips firm standing .. .. Hop march (foot in front) forward	2
	{ Starting position .. Movement ..	Hips firm standing .. .. Hop march (foot behind) .. ..	3
	{ Starting position .. Movement ..	Form Class .. .. Hips firm toe support sideways standing .. ..	4
Main.	{ Starting position .. Movement ..	Dancing step sideways .. ..	2
	{ Starting position .. Movement ..	Bend standing .. .. Feet placing sideways, with heels raising and arms stretching side- ways, Teacher counting to 4 ..	2
	{ Starting position .. Movement ..	Hips firm standing .. .. Head lifting backward .. ..	3
Closing.	{ Starting position .. Movement ..	Standing. Breathing .. ..	4
	{ Starting position .. Movement ..	Head backward—lift! Head—raise! Position!!	3
	{ Starting position .. Movement ..	Breathe—in! Breathe—out! .. ..	4

PROGRAMME IX (a).

Group.	Part.	Name of Exercise.	Command.	No. of Performances.	
				A	B
Introductory.	Order	Form Class .. .. .	(As before).		
	Head	Standing. Feet closing and opening with arms bending upward, to 6 .. .. .	Feet closing and opening, with arms bending upward, 3 times—begin!!	2	2
	Head	½ Hips firm ½ yard standing .. .. .	With left-hand hips firm, right arm sideways—raise!	4	4
	Leg	Head turning with arms changing, Teacher counting to 2 .. .. .	Head turning, with arms changing, beginning to the left—1!! 2!! 1!! 2!! (&c.) .. .. .	3	3
Main	Arm	Standing. Stretch toe standing .. .. .	Head backward—bend! Head—raise! Feet—close!! Feet—open!! Arms upward—bend!! Arms upward—stretch!! Heels—raise!	4	4
	Spinal	Knees bending with arms parting (slowly) .. .. .	Knees bending, with arms parting—1!! 2!! 1!! 2!! (&c.) Heels—lower! Arms downward stretch—1!! 2!!	2	2
	Abdominal	Standing. Arms stretching backward, sideways, upward and downward (twice in each direction), judging the time .. .. .	Arms stretching backward, sideways, upward and downward, twice each way, once—begin!!	3	3
	Balance	Bend low arch standing .. .. .	Arms upward—bend!! Trunk backward—bend!	2	2
	Game	Arms stretching upward and .. .. .	Arms stretching upward—1!! 2!! 3!! 4!! .. .. .	2	2
	Jumping	Bend stoop standing .. .. .	Trunk—raise! Trunk forward—bend!	3	3
	Leg	Arms stretching upward .. .. .	Arms stretching upward—1!! 2!! 3!! 4!! .. .. .	4	4
	Breathing	“Squat” position .. .. .	Trunk—raise! Position!!	2	2
		Both legs stretching backward, Teacher counting to 2 .. .. .	To the left (right)—face!! Squat down—place!!	3	3
		Hips firm standing .. .. .	Both legs stretching backward—1!! 2!! 1!! 2!! (&c.) Position!! To the right (left)—face!!	4	4
Closing.	Balance	Alternate knee raising (slowly) .. .. .	Hips—firm!! Left knee—raise! Left knee—lower! Right knee—raise! Right knee—lower! .. .. .	3	3
	Game	297-316.	Position!! Feet—close!! Feet—open!! (As necessary.)	3	3
	Jumping	Skip jump or dancing steps (any variety) .. .. .	Position!! Feet—close!! Feet—open!!	3	3
	Leg	Hips firm lunge outward standing .. .. .	Feet—close!! Feet—open!! With hips firm, left foot outward lunge—place!!	3	3
Closing.	Leg	Heel raising .. .. .	Left heel—raise! Left heel—lower! .. .. .	3	3
	Breathing	Feet change—1!! 2!! .. .. .	Right heel—raise! Right heel—lower! .. .. .	4	4
	Arms forward—raise! With arms parting and head lifting backward, breathe—in! Breathe—out! .. .. .	In 1 count—position!! Arms forward—raise! With arms parting and head lifting backward, breathe—in! Breathe—out! .. .. .	4	4	

PROGRAMME IX (b).

Order	(Starting position Movement)	Standing. Step forward 1 (2) (3) steps and face 90 degrees with arms bending upward (at the last step) and Bend standing. Head turning with alternate arm stretching sideways and ..	2	
Introductory.	Head	Head bending backward and ..	2	
	Head	Face 90 degrees ..	4	
Main.	Order	Standing ..	2	
	Leg	Feet placing outward with heels raising and arms stretching upward and downward, Class judging the time ..	2	
	Arm	Cross bend standing ..	3	
	Lateral	Starting position Movement	Arms flinging, Teacher counting .. [to 10	4
		Starting position Movement	Trunk bending sideways ..	3
	Lateral	Starting position Movement	Bend stride turn standing ..	3
		Starting position Movement	Arms stretching forward and upward .. [ward, Teacher counting to 4	2
	Balance	Starting position Movement	Hips firm crook 1/2 standing ..	1
		Starting position Movement	Leg stretching backward ..	1
	Marching	Starting position Movement	Standing ..	2
Starting position Movement		Marching forward .. and Change step march ..	3	
Jumping	Starting position Movement	Form Class, then Standing ..	3	
	Starting position Movement	"Hop" march (foot behind) in Standing. Jump upward and forward with 1 (2) (3) steps and facing 90 degrees	2	
Closing.	Leg	Stretch toe standing ..	3	
	Breathing	Starting position Movement	Knees bending with arms parting ..	3
Starting position Movement		Hips firm standing ..	4	
Starting position Movement	Breathing ..	4		

One (two) (three) steps forward march, and with arms upward bend, to the left (right)—face!!

Head turning, with alternate arm stretching sideways, beginning to the left (right)—1!! 2!! .. With arms upward bend, head forward—turn! Position!!

Head backward—bend! Head—raise! .. To the right (left)—face!!

Feet—close!! Feet—open!! Feet placing outward, with heels raising and arms stretching upward, and downward, beginning with the left (right), once—begin!! ..

Arms across—bend!! Arms flinging—1!! 2!! 3!! 4!! 5!! 6!! 7!! 8!! 9!! 10!! With arms sideways raise, feet—close!! [Position!! Trunk to the left—bend! Trunk—raise! Trunk to the right—bend! Trunk—raise! ..

Open the feet—position!! With arms upward bend, feet astride—place!! Trunk to the left—turn!

Arms stretching forward and upward—1!! 2!! 3!! 4!! Trunk forward—turn! Trunk to the right—turn!

Arms stretching forward and upward—1!! 2!! 3!! 4!! Trunk forward—turn! In 2 counts—position!! Hips—firm!! Left knee—raise!

Left leg backward—stretch! Left knee—raise! .. Left knee—lower! Right knee—raise!

Right leg backward—stretch! Right knee—raise! .. [Right knee—lower! Position!! Forward—march!! Class—halt, 1, 2!!

With changing step—march!! Class—halt, 1, 2!! (As before). In place, with the foot behind, hop—march!! Class

Upward and forward jump, with facing; 1 (2) (3) steps, beginning with the left (right)—go!!

Knees—stretch! Heels—lower! Feet—close!! Feet—open!! Arms upward—bend!! Arms upward—stretch!! Heels—raise!

Knees bending, with arms parting—1!! 2!! 1!! 2!! (&c.) Heels—lower! Arms downward stretch—1!! 2!! Hips—firm!! Breathe—in! Breathe—out! .. Position!!

PROGRAMME X (a).

Group.	Part.	Name of Exercise.	Command.	No. of Performances.	
				A	B
Introductory.	Order	Form Class .. .. .	(As before).		
	Head	Standing. Face 90 degrees with hips firm and Hips firm standing. Head turning .. .. .	With hips firm, to the left (right)—face!! Head turning, beginning to the left (right)—1!! 2!! 3!! 4!! Position!! With arms stretching sideways, to the right (left)—face!!	2	2
	Order	Standing Face 90 degrees with arms stretching sideways .. .. . and .. .	Position!!		
	Head	Yard standing. Head bending backward with arms turning .. .. .	With arms stretching sideways, to the right (left)—face!!	4	4
Main.	Leg	Cross bend walk forward standing Arms flinging with heels raising .. .. .	Head bending backward, with arms turning—1! 2! 1! 2! (&c.) Position!! Feet—close!! Feet—open!! With arms across bend, left foot forward—place!! Arms flinging, with heels raising—1! 2! 1! 2! (&c.) Feet change—1!! 2!!	3	2
	Arm	1/2 Yard 1/2 reach standing Arms changing by bending, Teacher counting to 8 .. .. .	Arms flinging, with heels raising—1! 2! 1! 2! (&c.) In 1 count—position!! Arms upward—bend!! Left arm sideways, right arm forward—stretch!! Arms changing by bending—1!! 2!! 3!! 4!! 5!! 6!! 7!! 8!! Position!!	3	2
	Spinal	Cross bend arch kneeling .. .. .	Arms upward—bend!! Position!!	4	3
	Abdominal	Arms flinging, Teacher counting [to 6] Prone falling .. .. . and .. .	Kneeling—place!! Arms across—bend!! Trunk backward—bend! Arms flinging—1!! 2!! 3!! 4!! 5!! 6!! Trunk—raise! Position!! To the left (right)—face!! Prone falling—place!! Head turning, beginning to the left (right)—1!! 2!! 3!! 4!! Arms—stretch!	2	1
Closing.	Balance	Hips firm standing .. .. . Leg raising sideways .. .. .	Arms—bend! Arms—stretch! In 2 counts—position!! To the right (left)—face!! Hips—firm!! Leg raising sideways, left leg—1! 2! 1! 2! (&c.) Right leg—1! 2! 1! 2! (&c.) Position!!	2	2
	Game	297-316. Skip jumps or dancing steps (any variety) .. .. .	Position!! Feet—close!! Feet—open!! (As necessary.)	2	2
	Leg	Hips firm standing .. .. . Lunging outward (back—outward), judging the time .. .. .	(As necessary). Hips—firm!! Lunging outward (back—outward), beginning with the left (right) foot, once—begin!!.. .. .	3	2
	Breathing	Standing. Breathing, with arms circling .. .. .	Position!! With arms circling, breathe—in! Breathe—out!	4	4

PROGRAMME X (b).

Order	Starting position				
Introductory.	..	{ Starting position	Yard standing	Arms sideways—raise!	3
	..	{ Movement	Feet closing and opening with arms flinging, 3 times	With arms flinging, feet closing and opening, 3 times—begin!!	3
	..	{ Starting position	Hips firm standing	Hips—firm!!	2
Main.	..	{ Starting position	Head turning	Head turn, begin to the left (right)—1!! 2!! 3!! 4!!	2
	..	{ Movement	Standing.	Position!!	4
	..	{ Starting position	Head bending backward with arms raising sideways	With arms sideways raise, head backward—bend!	4
Leg	..	{ Starting position	Hips firm standing	With arms lower, head—raise!	2
	..	{ Movement	Lunging outward (back—outward), judging the time	..	2
	..	{ Starting position	½ Yard ½ stretch standing	..	2
Arm	..	{ Movement	Arms changing by swinging (slowly and quickly), Teacher [counting to 8	{See Programme VIII (a)}	1
	..	{ Starting position	Crown firm walk forward standing	Arms upward—bend!! Left arm sideways, right arm upward—stretch!!	2
	..	{ Movement	Trunk bending sideways	Arms changing by swinging, slowly—1!! 2!! 3!! 4!! 5!! 6!! 7!! 8!!	2
Lateral	..	{ Starting position	..	Arms upward—bend!! Position!!	3
	..	{ Movement	..	Feet—close!! Feet—open!! With crown firm, left foot forward—place!!	3
	..	{ Starting position	..	Trunk to the left—bend! Trunk—raise! ..	2
Lateral	..	{ Starting position	Yard (palms up) close turn stand- [ing	Feet change—1!! 2!!	2
	..	{ Movement	Arms raising upward, Teacher [counting to 4	Trunk to the right—bend! Trunk—raise!	3
	..	{ Starting position	..	In 1 count—position!!	3
Balance	..	{ Starting position	Reach standing	With arms sideways raise, feet—close!! Arms —turn! Trunk to the left—turn!	2
	..	{ Movement	Arms parting with heels raising [(slowly)	Arms raising upward—1!! 2!! 3!! 4!! ..	2
	..	{ Starting position	Standing.	Trunk forward—turn! Trunk to the right—turn!	3
Marching and Running	..	{ Movement	Marching forward, change to marching on the toes, and change to running forward	Arms raising upward—1!! 2!! 3!! 4!! ..	2
	..	{ Starting position	Standing.	Trunk forward—turn! Open the feet—position!!	3
	..	{ Movement	“Hop” march (foot behind) for- [ward	Feet—close!! Feet—open!! Arms forward—raise!	3
Jumping	..	{ Starting position	Jump upward and forward with 1 (2) (3) steps, and face 90 degrees and face back again	Arms parting, with heels raising—1!! 2!! 1!! 2!! (&c.) [Position!!	4
	..	{ Movement	..	Forward—march!! On the toes—march!! For- ward—run!! Class—halt, 1, 2, 3, 4!!	4
	..	{ Starting position	..	Forward, with the foot behind, hop—march!! [Class—halt, 1, 2!!	3
Leg	..	{ Starting position	Cross bend walk forward standing	Upward and forward jump, and face to the left (right) and face back again with 1 (2) (3) steps, beginning with the left (right)—go!!	2
	..	{ Movement	Arms flinging with heels raising	Knees—stretch! Heels—lower!	3
	..	{ Starting position	..	..	3
Head	..	{ Starting position	Standing.	{See Programme IV (b)}	3
	..	{ Movement	Head bending backward	Head backward—bend! Head—raise!	3
	..	{ Movement	Breathing	Breathe—in! Breathe—out! ..	4
Closing.	..	{ Starting position	..	..	3
	..	{ Movement	..	..	3
	..	{ Starting position	..	..	4

PROGRAMME XI (a).

Group.	Part.	Name of Exercise.	Command.	No. of Performances.	
				A	B
Introductory.	Order	Form Class .. .. .	(As before).		
	Head	Standing. Feet closing and opening with arms bending upward, 3 times	With arms bending upward, feet closing and opening, 3 times—begin!!		
	Head	1/2 Hips firm 1/2 yard standing	With right-hand hips firm, left arm sideways—raise!!	2	2
	Head	Head turning with arms changing, Teacher counting to 2 .. .. .	Head turning, with arms changing, beginning to the left—1!! 2!! 1!! 2!! (&c.) .. .. .		
Main.	Head	Standing. Head bending backward .. .. .	Head backward—bend! Head—raise! .. .. .	4	4
	Leg	Crown firm standing	Crown—firm!!		
	Leg	Feet placing sideways with heels raising, Teacher counting to 8	Feet placing sideways, with heels raising, beginning with the left (right)—1!! 2!! 3!! 4!! 5!! 6!! 7!! 8!!	2	2
	Arm	Standing. Arms stretching forward, backward, sideways, upward and downward (twice in each direction), Teacher counting to 10 .. .. .	Arms stretching forward, backward, sideways, upward and downward, twice each way—1!! 2!! 1!! 2!! 3!! 4!! 5!! 6!! 7!! 8!! 7!! 8!! 9!! 10!! 9!! 10!! .. .. .	2	1
	Spinal	Bend low arch standing .. .. .	Arms upward—bend!! Trunk backward—bend!		
	Spinal	Arms stretching upward .. .. .	Arms stretching upward—1!! 2!! 3!! 4!! 5!! 6!!	2	1
	Spinal	Bend stoop standing .. .. .	Trunk—raise! Trunk forward—bend!		
	Spinal	Arms stretching upward .. .. .	Arms stretching upward—1!! 2!! 3!! 4!! 5!! 6!!	2	1
	Abdominal	Prone falling .. .. .	Trunk—raise! Position!!		
	Abdominal	Arms bending .. .. .	To the left (right)—face!! Prone falling—place!!		
Balance ..	Arms bending .. .. .	Arms—bend! Arms—stretch! .. .. .	Arms—bend! Arms—stretch! .. .. .	3	2
	Arms bending .. .. .	In 2 counts—position!!	In 2 counts—position!!		
	Arms bending .. .. .	Feet—close!! Feet—open!! Heels—raise!	Feet—close!! Feet—open!! Heels—raise!		
	Arms bending .. .. .	One (two) (three) steps forward (backward), (to the left), (to the right)—march!!	One (two) (three) steps forward (backward), (to the left), (to the right)—march!!	1	1
Game ..	Arms bending .. .. .	Heels—lower!	Heels—lower!		
	Arms bending .. .. .	Position!! Feet—close!! Feet—open!! (As necessary.)	Position!! Feet—close!! Feet—open!! (As necessary.)		
	Arms bending .. .. .	Jump (any variety) .. .. .	(As necessary). Feet—close!! Feet—open!! Arms upward—bend!!		
Jumping	Starting position	Stretch toe standing	Arms upward—stretch!! Heels—raise!		
	Starting position	Knees bending with arms parting	Knees bending, with arms parting—1!! 2!! 1!! 2!! (&c.) Heels—lower! Arms downward stretch—1!! 2!!	3	3
Leg	Starting position	Standing.	Head backward—bend! Head—raise! .. .. .	3	3
	Starting position	Head bending backward .. .. .	Hips—firm!!		
	Starting position	Hips firm standing .. .. .	Breathe—in! Breathe—out! .. .. .		
Breathing	Starting position	Breathing .. .. .	Position!!	4	4
	Starting position	Breathing .. .. .	Position!!		

PROGRAMME XI (b).

Order	Starting position				
Introductory.	..	{ Starting position .. Movement ..	Standing.	One (two) (three) steps forward march, and with arms upward bend to the left (right)—face!!	2
	Head	{ Starting position .. Movement ..	Step forward 1 (2) (3) steps and face 90 degrees with arms bending upward .. and .. Bend standing.	Head turning, with alternate arm stretching sideways, beginning to the left (right)—1!! 2!! .. With arm upward bend, head forward—turn! Position!!	2
	Head	{ Starting position .. Movement ..	Head bending backward and ..	Head backward—bend! Head—raise! ..	4
	Order	{ Starting position .. Movement ..	Face 90 degrees.	To the right (left)—face!! Feet—close!! Feet—open!! Arms upward—bend!! Arms upward—stretch!! Heels—raise!	4
Main.	Leg	{ Movement ..	Stretch toe standing ..	Knees—stretch! Heels—lower! Arms downward Arms forward—raise! [stretch—1!! 2!!	3
	Arm	{ Starting position .. Movement ..	Knees bending with arms parting ..	Arms parting, with palms turning upward, slowly, 5 times—begin!! Quickly, 5 times—begin!! .. Position!!	2
	Lateral	{ Starting position .. Movement ..	Reach standing ..	With arms sideways raise, feet—close!!	3
		{ Starting position .. Movement ..	Arms parting (slowly and quickly) with palms turning upward, [judging the time, 5 times	Trunk to the left—bend! Trunk—raise! Trunk to the right—bend! Trunk—raise! ..	
Closing.	Lateral	{ Starting position .. Movement ..	Yard close standing ..	Open the feet—position!!	3
		{ Starting position .. Movement ..	Trunk bending sideways ..	With arms upward bend, feet astride—place!! Trunk to the left—turn!	
	Balance	{ Starting position .. Movement ..	Bend stride turn standing ..	Arms stretching forward and upward, once—begin!! Trunk forward—turn! Trunk to the right—turn!	2
		{ Starting position .. Movement ..	Arms stretching forward and upward, once—begin!!	Arms stretching forward and upward, once—begin!! Trunk forward—turn! In 2 counts—position!!	
Marching and Running	{ Starting position .. Movement ..	Hips firm crook 1/2 standing ..	Hips—firm!! Left knee—raise!	3	
	{ Starting position .. Movement ..	Legs stretching backward ..	Left leg backward—stretch! Left knee—raise! .. Left knee—lower! Right knee—raise!		
Jumping	{ Starting position .. Movement ..	Standing.	Right leg backward—stretch! Right knee—raise! [Right knee—lower! Position!!	3	
	{ Starting position .. Movement ..	Marching forward and change to running on the toes ..	Forward—march!! Forward—run!! Class—halt, 1, 2, 3, 4!!		
Leg	{ Starting position .. Movement ..	Hips firm toe standing ..	Hips—firm!! Heels—raise!	2	
	{ Starting position .. Movement ..	"Spring" march forward ..	Forward "spring"—march!! Class—halt, 1, 2, 3, 4!! [Heels—lower! Position!!		
Breathing	{ Starting position .. Movement ..	Form Class ..	(As before).	4	
	{ Starting position .. Movement ..	Jump (any variety) ..	Feet—close!! Feet—open!! (As necessary). (As necessary).		
Breathing	{ Starting position .. Movement ..	Crown firm standing ..	Crown—firm!!	4	
	{ Starting position .. Movement ..	Feet placing sideways with heels raising, judging the time to 8	Feet placing sideways with heels raising, beginning with the left (right), once—begin!! ..		
Breathing	{ Starting position .. Movement ..	Yard standing (palms up) ..	Arms sideways—raise! Arms—turn! [Position!!	2	
	{ Starting position .. Movement ..	Breathing, with arms raising upward [ward	With arms raising upward, breathe—in! Breathe—out! ..		

## PROGRAMME XII (a).

Group.	Part.	Name of Exercise.	Command.	No. of Performances.	
				A	B
Introductory.	Order	Standing.	With hips firm, to the left (right)—face!!	2	2
	Head	Face 90 degrees with hips firm and Hips firm standing.	Head turn, begin to the left (right)—1!! 2!! 3!! 4!! Position!!	2	2
	Order	Head turning .. and .. Standing ..	With arms sideways stretch, to the right (left)—face!!	4	4
	Head	Face 90 degrees with arms stretching sideways .. and .. Yard standing.	Head bend backward, with arms turn—1! 2! .. Position!!	4	4
Leg	Starting position	Head bending backward with arms [turning]	Feet—close!! Feet—open!! Hips—firm!!	3	2
		Hips firm standing ..	Counting to 6, prepare to jump, and to the left (right) face—go!!	3	2
	Movement	Preparation for jumping and face 90 degrees and 180 degrees, Class counting to 6 ..	Counting to 6, prepare to jump, and left (right) about face—go!!	3	2
		Later—Judging the time ..	[[Later—Prepare to jump, and to the left (right) face—go!!] [Later—Prepare to jump, and left (right) about face—go!!] Position!!	3	2
Arm	Starting position	Standing.	Arms stretching forward, backward, upward, sideways and downward, twice each way, once—begin!!	2	1
		Arms stretching forward, backward, upward, sideways and downward, twice each way, once—begin!!	Kneeling—place!! Arms across—bend!! Trunk backward—bend!	2	1
	Movement	Cross bend arch kneeling ..	Arms flinging—1!! 2!! 3!! 4!! 5!! 6!! 7!! 8!! .. Trunk—raise! Position!!	4	3
		Arms flinging, Teacher counting [to 8]	To the left (right)—face!! Prone falling—place!! Arms—bend! Arms—stretch!	4	3
Abdominal	Starting position	Arms bending ..	In 2 counts—position!! To the right (left)—face!!	4	3
		Hips firm standing ..	Hips—firm!!	4	3
	Movement	Leg raising sideways ..	Leg raising sideways, left leg—1! 2! 1! 2! (&c.) Right leg—1! 2! 1! 2! (&c.)	4	3
		297-316.	Position!! Feet—close!! Feet—open!! (As necessary.)	3	2
Closing.	Starting position	Jump (any variety) ..	[See Programme VIII (b)]	3	2
		Hips firm lunge outward standing	Arms forward—raise!	3	3
	Movement	Heel raising ..	Hips—firm!!	4	4
		Reach standing ..	Head lifting backward, breathe—in! Breathe—out! Position!!	4	4

PROGRAMME XII (b).

Introductory.	Order ..	{ Starting position .. Movement ..	Yard standing .. Feet closing and opening with arms flinging, 3 times .. Bend standing .. Head turning with the opposite arm stretching sideways ..	Arms sideways—raise! With arms flinging, .. [Position!! 3 times—begin!! Arms upward—bend!! Head turning, with the opposite arm stretching sideways, beginning to the left (right)—1!! 2!! 1!! 2!! (&c.) With arms upward bend, head forward—turn!! Position!!	4	4
Arm ..	{ Starting position .. Movement ..	Cross bend standing .. Arms flinging, Teacher counting [to 10	Arms across—bend!! Arms flinging—1!! 2!! 3!! 4!! 5!! 6!! 7!! 8!! 9!! 10!! Position!!	4	3	
						Lateral ..
Lateral ..	{ Starting position .. Movement ..	Yard stride standing .. Trunk turning (quickly) ..	With arms sideways stretch, feet astride—place!! Trunk turning, quickly, beginning to the left (right)—1!! 2!! 3!! 4!!	3	3	
						Balance ..
Marching and Running	{ Starting position .. Movement .. Starting position .. Movement .. Starting position .. Movement ..	Standing. "Hop" march (foot behind) forward Toe standing .. Running on the toes .. Hips firm toe standing .. "Spring" march forward ..	Forward—march!! Class—halt, 1, 2!! Forward, with the foot behind, hop—march!! Class—halt, 1, 2!! Feet—close!! Feet—open!! Heels—raise! Forward—run!! Class—halt, 1, 2, 3, 4!! Heels—lower! Hips—firm!! Heels—raise! Forward, "spring"—march!! Class—halt, 1, 2, 3, 4!! Heels—lower! Position!! (As before).	3	3	
						Jumping
Leg ..	{ Starting position .. Movement ..	Yard standing (palms up) .. Breathing, with arms raising upward	Feet placing sideways, with heels raising, beginning with the left (right), once—begin!! Arms sideways—raise! Arms—turn! [Position!! Arms raising upward, breathe—in! Breathe—out! Arms—lower!	3	4	
						Breathing
Closing.	Order ..	{ Starting position .. Movement ..	Arms raising upward, breathe—in! Breathe—out! Arms—lower!	4	4	





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