PHYSICAL TRAINING
FOR SCHOOLS
IN BURMA
Physical training for schools in Burma.
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PHYSICAL TRAINING
FOR
SCHOOLS IN BURMA

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PREFACE

The present work is based on the Syllabus of Physical Exercises published by the English Board of Education. The consent of His Majesty's Stationery Office has been obtained to the utilization of the syllabus, but the English Board is in no way responsible for any modifications of the syllabus that have been made in this volume, and their approval of such modifications is not implied.
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If a new manual of physical training requires any justification it may be found in the opening pages of the "Syllabus of Physical Exercises for Schools," published by the English Board of Education, on which the present manual is based. "It is now generally recognized that the physical health of the children lies at the root of education properly conceived. The object of every system of education worthy of that name will be the concurrent development of a sound character, an active intelligence, and a healthy physique. These qualities are to a great degree mutually dependent. It is undeniable that healthy physical conditions assist the development of the moral and mental faculties, and that adverse physical conditions may vitiate the otherwise well-directed efforts of the teacher. Physical education is thus essential to a sound intellectual training, and may be said to be fundamental in its effects on the individual. . . . Children and young people should receive physical training by well-considered methods, not for the purpose of producing gymnasts, but to promote and encourage, by means of such training, the health and development of the body. . . . It is especially during the period of growth, when body, mind and character are immature and plastic, that the beneficial influence of physical training is most marked and enduring; and the highest and best results of education cannot be attained until it is realized that mental culture alone is insufficient, and that physical exercise is necessary to the development, not only of the body, but also of the brain and the character."

It is unnecessary here to emphasize the benefits of physical training in promoting the growth and development of the body and in correcting bodily defects or bad habits contracted by children in school. These benefits have been more generally recognized than the direct educational value of such training. "The educational effect is common in a greater or less degree to all physical exercises which have a strong mental or moral influence in addition to their direct effect upon the brain and body, and must be recognized as a powerful factor in the formation and development of character. The child unconsciously acquires habits of discipline and order, and learns to respond cheerfully and promptly to the word of command. For
the correct performance of the exercises it is essential that the response shall be ready, as this encourages activity and alertness together with accuracy and precision. . . . The constant call for self-control and self-restraint, for co-operation and harmonious working with others, needed for performing physical exercises and for playing organized games, helps to foster unselfishness and promotes a public spirit which is valuable in after-life."

In addition to formal, set physical exercises such as are given in the manual, physical exercises having a more recreative character are necessary—for example, games and sports of various kinds. "It is of the greatest importance that the recreative element should never be omitted if the best results are to be gained. Enjoyment is one of the most necessary factors in nearly everything which concerns the welfare of the body, and if exercise is distasteful and wearsome, its physical as well as its mental value is greatly diminished."

"The Relation of Lessons in Physical Training to School Lessons. —In order to obtain the best results from physical training it is very desirable that lessons of 20 to 30 minutes should be given as frequently as the curriculum will allow. At least there should be three or four periods in the week when physical exercise should be taken as a regular lesson, and if only a limited time is available in the week for this purpose, frequent lessons of short duration will be found more profitable than longer lessons given at greater intervals (e.g., three lessons of 20 minutes each are to be preferred to two lessons of half an hour).

"Learning physical exercises demands concentration of attention and mental exertion comparable in all respects to that required in other school lessons. Performance of the exercises entails a certain amount of fatigue, such as is necessarily involved in all profitable efforts of an educational nature, and this point should be kept in mind by teachers, who should not regard the physical training lesson as a complete relaxation from school studies. There is, therefore, the need for adjusting the length of the lessons to the age of the children and for observing a suitable progression of exercises so that at each stage some effort will be required, but an effort which never amounts to strain, while a higher degree of precision and accuracy may be insisted upon with increasing practice and advancing years. Physical exercises, for this reason, should not be taken when the children are suffering from mental or physical fatigue. If this should ever be necessary, the lesson must be limited to simple, easy and recreative movements."

"Recreative" Exercises.—In addition to the regular lessons, certain well-known simple exercises should be used in the class-room for their recreative effects. The exercises best suited to this purpose are those which can be done quickly and without mental effort, their effect depending largely upon the amount of energy put into muscular
contraction in a given time. For this reason massive, simple and rapid movements are best. The effect being comparatively transient, such exercises require frequent repetition to secure permanent benefit. They should be performed in the class-room several times daily with open windows for two or three minutes at a time. They may, if necessary, be taken by the children while at their desks, and every considerable period during which the children are confined to the class-room continuously should be broken up by an interval of such exercises. Children who have been for a long time at one task and are becoming listless and inattentive are at once refreshed by a few minutes' exercise in such movements." Such exercises are Breathing exercises, Head movements, Arm bending and stretching, Trunk bending backward and forward, Arm swinging and flinging, and Running on the spot.

The scheme of exercises is based on the Swedish system of educational gymnastics which has been adopted by England and several other European countries and by the United States, and is the basis of physical training in the British Army and Navy. Apparatus is not used, partly on account of the expense, and partly because the employment of apparatus, except under expert guidance, is often attended with harmful results.

For purposes of physical exercise children should be grouped according to age and not according to their literary standards. Delicate children should be grouped with their juniors. The teacher should always be on the watch for symptoms which indicate fatigue, such as breathlessness, a languid air, inability to give attention, or paleness. Children who regularly show such symptoms should be medically examined as to their fitness for physical exercises. Especial attention should be directed to mouth breathing. All the children who habitually breathe with the mouth open should be noted, and special attention given to them during breathing exercises. Mouth breathing may be due to habit only, and can then often be corrected by the teacher; but frequently there is some actual obstruction to nasal breathing and the child is unable to breathe in the correct way. Such children keep their mouths constantly open, the nostrils are small and contracted, and the expression is vacant and stupid. They are often deaf, and consequently inattentive and dull. The voice is thick and flat, they are very liable to constant colds, to sore throats, and, especially the younger ones, to bronchitis. Such children should always be presented for medical inspection, as the appropriate treatment is usually followed by a very marked improvement, both mental and physical.

The teacher should study for himself the effect of the various exercises on the different organs of the body, in order to grasp the principles underlying the selection and gradation of the exercises. The section in the English syllabus on "The Application of Physiology to Physical exercises" will repay a careful perusal.
CHAPTER II.

GENERAL DIRECTIONS TO TEACHERS.

Method of giving the Lesson.

In order to obtain the best results from a lesson in Physical Training it should be rendered as enjoyable and interesting as possible to the children. This will depend partly on the selection of exercises, but also, to a very great extent, on the personality and methods of the teacher. Impatience on the one hand, and hesitation on the other, should be avoided, and, while cheerfulness is greatly to be desired, the manner should be firm and decided in order that discipline may be maintained.

Selection of Exercises.

With regard to the selection of exercises, a certain number of familiar movements which can be performed easily with energy and vigour should always be given. In addition, running and jumping and the various kinds of marches and games are always popular with the class, and are very valuable in re-awakening the interest of the children after comparatively dull or difficult exercises. New exercises should be judiciously introduced, but too much of the lesson should never be taken up with explaining and teaching fresh movements. A game should be introduced into every lesson, as far as possible, if only for a few minutes.

Children should also never be kept too long in any one position, particularly a difficult position, neither should an exercise be performed so often as to become wearisome. All stiff, strained or unnatural positions should be avoided.

Whilst adhering closely to the syllabus, the teacher should always be able to give the lesson without reference to the syllabus during the class. This will greatly help to prevent the instruction becoming tedious to the scholars, will make the lesson far more effective, and, in addition, will save valuable time. Before taking a lesson, the teacher should endeavour to look over his Table and make sure that he remembers the exercises and the order in which they come. He should consider how he intends the lesson to go, what new exercises, if any, will be taken, how they should be taught, and how much time can be given to each exercise. When the teacher has a good grasp of the lesson, and knows exactly what is to be done, he will pass without hurry or loss of time from one movement to another, with that quiet confidence and decision of manner which do so much to keep awake interest and attention, and to gain a willing and cheerful response from the children.
Besides making himself familiar with the Table of exercises to be taught, the teacher must also consider the size and general arrangement of his class, in order that the space available for physical exercises may be utilized in the best possible manner.

**Commands.**

Commands should be given just loudly enough for all the children to hear distinctly. Shouting is quite unnecessary and leaves the teacher no reserve for suddenly awakening the attention of the class. A quiet command can be made as emphatic as a loud one, because its emphasis depends upon its distinctness and firmness and not upon its loudness. The tone of voice should be varied so as not to become monotonous, and every word should be spoken with distinctness.

Commands should always be given in a cheerful, lively manner, as this has a great effect in making a class work happily and with interest.

Every command should consist of two parts, the *explanatory* and the *executive.* The explanation should show as clearly as possible what is to be done, and the executive word indicates when the movement is to begin. For example:

<table>
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<th>Executive word</th>
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<td>Head backward</td>
<td>bend</td>
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<tr>
<td>Left foot forward</td>
<td>place</td>
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<tr>
<td>Arms upward</td>
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It is sometimes necessary to precede the explanation by a *Caution,* as "Without raising the shoulders, head backward—bend."

The explanation should always be given slowly and distinctly.

The method of commanding the executive word varies. For a quick movement it must be given sharply, and in a higher tone than the explanation. For a slow movement it should be given more smoothly and deliberately. It must in fact indicate as far as possible the way in which the exercise is to be carried out. Arm stretchings, for instance, are decidedly quick movements and must be commanded quickly. Arm swingings are somewhat slower. Arm raising or parting is taken and commanded slowly or quickly, according to the effect desired. Foot placings are performed more quickly than lunging. The trunk movements are nearly all essentially slow movements.

A pause must be made before the executive word is given, during which the class can prepare for the movement to be carried out. This pause should not always be of the same length, but may vary, in order that the children should not fall into the habit of anticipating the executive word. With beginners, and with
unfamiliar exercises, a longer pause than usual is as a rule necessary. The teacher must also learn to control his own voice and breath, so that he may be able to give the command in the right way and at the right time.

If the teacher finds that the ordinary command for a movement does not exactly express the way in which he wishes it to be done, he may add words expressing this to the explanatory part of the command. For example, "quickly," "slowly," "slightly," "twice," "by numbers," etc.

Exercises may be carried out to full words of command or, as they become familiar, to numbers. When a movement, or a series of movements, is to be repeated, there is no need to repeat the whole command, but the word "Repeat" may be used. Take, for example, Heel raising and Knee bending. This may be commanded as: "Heels—raise, Knees—bend, Knees—stretch, Heels—lower. Repeat by numbers—1, 2, 3, 4."

It may also be given as "Heel raising and Knee bending by numbers—1, 2, 3, 4. 1, 2, 3, 4."

As the exercise becomes still more familiar, and with older children, the numbers may be omitted. The command is then: Heel raising, and Knee bending—begin (or commence). The class perform the exercise once, judging their own time, and for further repetitions the command Repeat may be given.

The Position of the Teacher.

The position of the teacher while conducting the class is a matter of importance. The most common faults are either remaining in one place during the whole of the lesson, or moving aimlessly about. When explaining or illustrating an exercise the teacher should stand where he can see and be seen by every child in the class. At other times he should move round the class as occasion requires for the purpose of correcting faults and in order to better observe the way in which the exercises are being performed.

Illustration and Explanation of Exercises.

All exercises should be taught as far as possible by illustration, the teacher first performing the movements himself or causing them to be performed by a scholar placed in front of the class. This should be accompanied by a few words explaining the essential part of the exercise and any special points to be noted. Minor details may be introduced afterwards. It is important to remember to teach one thing only at a time until the exercise is fully understood. All one-sided exercises must be performed an equal number of times to the right and left. Later, illustration or explanation should only be given when it is necessary to remind children of a particular movement or to correct errors. As little time as possible should be taken up in this
way, and the children should be encouraged to remember the various points in the exercises without constant repetition of the explanations. The teacher should seldom, if ever, perform the exercise with the children, as in that case it is not possible for him to see that it is being properly carried out. By choosing different children on different occasions to illustrate the exercise he can arouse a spirit of emulation.

The Correction of Faults.

Every exercise is designed to produce some specific effect, and any departure from the correct method of performing it detracts from the desired effect, or may even tend to cause definite harm. The correction of faults is therefore an important part of the instruction and requires a knowledge of the purpose and effect of the exercise, and of the faults which usually occur, together with the easiest way of correcting them. In the first place, it is necessary to secure a correct starting position, because, if this is faulty, the movements taken from it cannot be accurate. Then the positions of the body and limbs during the exercise, the direction, distance and speed of the movements, must be carefully observed. Further, the teacher must show great patience when correcting faults, a scolding tone should never be adopted, but every effort made to encourage the children. Much individual variation exists in the capacity of individual children for performing physical exercises, and as long as reasonable attempts are being made to carry out instructions correctly, he should not become impatient if the movement is not done accurately even after several repetitions. Every effort should be made to encourage children who are backward or behind the rest of the class, and it is important to distinguish between inability and carelessness. Backward children should never be exposed to ridicule, neither should they be incessantly corrected, or they may lose courage and become indifferent.

There are two general methods of correcting faults:

(a) While the class is performing an exercise.
(b) While the class is standing at ease.

The former method should be used only in the case of small faults which require little more than a word to secure their correction, as “Heads up,” “Knee straight,” etc. Should it be necessary occasionally during a complex exercise to make a longer correction or an additional explanation, the command As you were or Attention may be given, and after the fault has been corrected, the exercise should be recommenced. Faults of a more serious nature, or which affect a large number of children, should be corrected while the children “stand easy”; the fault can then be explained and illustrated in detail.

It is occasionally necessary for the teacher to place the child in the correct position, especially in the case of younger ones; this practice should not be employed too freely, and should never take the
form of roughly handling or pulling the child about. All the faults in
an exercise should not be corrected at once, but the worst and most
important mistakes should first be put right and afterwards the less
serious ones.

The best way of correcting a fault which is habitual, or which has
arisen during the course of the lesson, is by the employment of
corrective exercises (as Head bending backward for bad carriage of
head and neck). It should be remembered that a fault is not fully
corrected until the habit has been eradicated. If a child requires
special correction involving considerable attention, i.e. should be taken
separately, so as not to waste the time of the others.

Unrestricted breathing should be maintained during all exercises,
and the teacher should, if necessary, remind the children to breathe
freely, especially during those exercises, such as Trunk bending back-
ward, in which there is any likelihood of the breath being held.

Co-operation between Teacher and Pupil.

There is no part of school work in which the spirit and capability
of the teacher are so clearly reflected in the performance of the
children as in physical exercises. Whatever the period of exercise
may be it should be full of purpose throughout. Every exercise should
be performed "with intention," i.e., with distinct realization of its
purpose and with the requisite vigour and decision. To secure this it
is important that the teacher should get the children to take a keen
and lively interest in the lesson, and to share in the esprit de corps of
the class. This will best be accomplished by sympathy, cheerfulness,
and the cultivation of a sense of partnership between teacher and
pupil.

Above all the teacher must remember that the ideals aimed at
which are discussed in the introduction can generally be most satis-
factorily reached by a happy combination of ordered movements and
freedom, so that, though discipline is maintained, the children find real
enjoyment in their lesson.

Recapitulation.

(1) Know what you are going to teach.
(2) Give your orders clearly.
(3) Stand where you can see your class and be seen by them.
(4) Teach by illustration.
(5) Correct main faults first, minor faults afterwards.
(6) Rest your class during explanation or correction.
(7) Do not keep the class too long in one position.
(8) See that in all exercises the children breathe freely.
(9) Remember that the lesson has a mental effect and must not
degenerate into mere drill.
CHAPTER III.

DESCRIPTION OF SIMPLE EXERCISES AND POSITIONS.

In order to render intelligible the general principles underlying the exercises contained in this syllabus, it is first necessary to describe separately certain simple positions and movements of the arms, legs, head and trunk.

It is from variations and combinations of these simple movements that the more difficult and advanced exercises are derived. It will therefore be understood that in order to be able to teach such exercises it is essential that the teacher should be thoroughly familiar with the positions and movements set out in this chapter.

Attention.—With a few exceptions, all physical exercises used in elementary schools are taken originally from the standing position. It is therefore necessary that this position—the position of "Attention"—should be described.

The following are the main points to be thought of:—

Heels together, feet turned out at an angle of about 60 degrees. (See diagram 3.)
Knees straight.
Body erect. (This means the chest in its natural position, the back not unduly hallowed at the waist, nor the abdomen pushed forward. The weight of the body should be balanced equally on both feet.)
ShOULDERS drawn down, moderately back, square to the front.
Arms hanging straight and easily from the shoulders, with the palms turned inwards towards the body, the fingers being together and straight, the hands lightly touching the thighs.
Head erect, eyes looking straight to the front at their own level, chin drawn slightly in. (See Fig. 1, diagrams 1 and 2.)

The position of Attention is one of readiness, but there should be no stiffness, or forced, unnatural straining.

The class take this position on the command "Attention." "Attention" is also given as the return command to the standing position for certain simple positions which have no corresponding return command of their own, as, for instance, "Hips—Firm. Attention." If a return command for an exercise exists, this should always be employed. For example, "Arms upward—bend. Arms downward—stretch." (Not "Attention.")
Standing at Ease.—This is a position which should be used when a rest is required, and whenever it is necessary to give any explanation. It should be used sufficiently often during a lesson to prevent the children becoming unduly fatigued. The left (or right) foot is carried about a foot-length to the side, and the weight of the body should be divided equally between both feet. The arms may hang loosely by the sides or the hands may be lightly clasped behind the back at the full extent of the arms. (See diagram 4.)

Commands:

Stand—easy. Attention.
**Hips Firm.**—The hands are placed on the hips. The fingers should be together in front, and directed forward and upward, the thumbs being at the back. The palms should rest firmly on the hips, and the wrists must be well dropped. The elbows must not be pressed either forward or backward, as such positions tend to fix and make rigid the upper part of the chest. *(See Fig. 2.)*

**COMMANDS:**

**Hips—firm. Attention.**

**Common faults:**
Lifting the shoulders while the hands are being raised.
Bringing the elbows too far backward.

**Pace—quick.**

We shall now proceed to consider the various groups of Exercises mentioned in Chapter VI on Order and Progression (page 42), to which reference should be made.

I.—**INTRODUCTORY EXERCISES.**

Among these Introductory Exercises are included both Order Movements and Preparatory Movements. Order Movements will be considered in the Chapter on Class Arrangements. Preparatory Movements, consisting of Head and Leg Exercises, are dealt with here. Breathing Exercises, which also fall into this group, will be considered in the following chapter.

(a) **HEAD EXERCISES.**

(i) **Head Bending Backward.**

The head is bent slowly backward as far as possible, with the chin well drawn in. *(See Fig. 3.)*

**COMMANDS:**

**Head backward—bend.**
**Head upward—stretch.**

**Common faults:**
Raising the shoulders.
Carrying the chin forward.
Bending the back.

**Pace—slow.**

(ii) **Head Bending Forward.**

The head is bent forward, the chin is kept in and should not be allowed to rest on the upper part of the chest. *(See Fig. 4.)*

**COMMANDS:**

**Head forward—bend.**
**Head upward—stretch.**
(iii) **Head Turning.**

The head is slowly turned as far as possible to the left or right, with the chin drawn slightly in. *(See Fig. 5.)*

**COMMANDS:**

- **Head to the Left (or Right)—** turn.
- **Head Forward—** turn.

**Common faults:**

- Not holding the head erect.
- Bending the head to one side.
- Moving the shoulders.

**Pack—slow.**

(iv) **Head Bending Sideways.**

The head is bent slowly sideways to the right or left without moving the shoulders. *(See Fig. 6.)*

**COMMANDS:**

- **Head to the Right (Left)—** bend.
- **Head Upwards—** stretch.

**Common faults:**

- Raising one shoulder.
- Turning the head.

**Pack—slow.**

(b) **Exercises and Positions of the Feet and Legs.**

(i) **Feet Closing and Opening.** *(Feet Close Position.)*

The toes are raised slightly and moved inward so that the feet are brought together and touch along their inner borders. The body must be kept straight and the knees must not be bent during the movement. *(See Fig. 2 and diagram 5.)*

**COMMANDS:**

- **Feet—** close.
- **Feet—** open.

**Common faults:**

- Moving the body.
- Dragging the feet on the ground.
- Not closing the feet completely.

**Pack—** quack

![Diagram 5](image-url)
(13)

(ii) Feet Astride Placing. (Feet Astride Position.)

The left foot is placed one foot's length to the left of the middle line, and the right foot is then moved an equal distance to the right. The weight of the body must be equally divided between the two feet, and the knees must be straight. The second step, with the right foot, may be slightly marked. (See diagram 6.)

The return movement also begins with the left foot.

![Diagram 6](image)

COMMANDS:

Feet astride—place.
Feet together—place.

[Common faults:

Lifting feet too high or stamping.
Moving them unequal distances and altering angle of feet.
Swaying the body sideways in taking the position.]

Pack—quick.

(iii) Foot Placing Sideways. (Foot Sideways Place Position.)

![Diagram 7](image)

The foot is moved about two foot-lengths to the side, being kept parallel with its original position. The weight of the body should rest equally on both feet and the knees should be kept straight. The ultimate position is identical with the "Feet astride" position. (See Fig. 7 and diagram 7.)

COMMANDS:

Left (or right) foot sideways—place.
Recover—place. (Recover.)

Pack—quick.
[Certain exercises, such as Foot placing outward, Toe support placing outward, and Lunging outward, should be taken from the standing position with the feet at an angle of 90 degrees rather than an angle of 60 degrees. (See diagram 8.)

![Diagram 8](image)

**Diagram 8.**

**Command:**

**Feet full—open.**

This command should be given before the exercise itself is commanded. The exercises of Foot placing forward, Toe support placing forward, and Lunging forward may also be taken from the feet "Full open" position.]

(iv) **Foot Placing Outward. (Foot Outward Place Position.)**

The foot is placed outward about two foot-lengths in the direction in which the toe is pointing when standing with the feet "Full open." The weight of the body must be equally divided between the two feet. (See Fig. 8 and diagram 9.)

![Diagram 9](image)

**Diagram 9.**

In Foot placing outward (or forward) the knee of the moving leg should be slightly bent, and the toe should meet the ground first. In the return movement, the heel is raised and the ankle stretched before the foot is brought back.

**Commands:**

- **Feet full—open.**
- **Left (or Right) Foot outward—place.**
- **Recover—place (or Recover).**

**Common faults:**

- Bending the knee of the back leg as the foot is moved.
- Resting too much of the body weight on the back leg.
- Moving the shoulder with the foot.
- Dragging the foot in returning to position.

**Page—quick.**

PLAIN.
(v) Foot Placing Forward. (Foot Forward Place Position.)

The foot is moved about two foot-lengths straight forward and placed parallel to its original position with the feet "Full open" or "Open." The weight of the body must be equally divided between the two feet, and the knees must be straight. (See Fig. 9 and diagrams 10 and 11.)

Commands:

[Feet full—open.]
Left (or right) foot forward—place.
Recover—place.
Pace—quick.

Diagram 10. (60 degrees.)

Diagram 11. (90 degrees.)

(vi) Toe Support Placing (Outward, Forward or Sideways).

These three positions correspond with the "Foot placings." The toe, however, alone rests on the ground, the heel being raised and the foot and ankle stretched. (See Figs. 10 and 11.) The weight of the body rests on the stationary foot.

Commands:

Feet full—open.
Right foot outward (forward or sideways) on the toe—place.
Recover—place. (Recover.)
Pace—quick.

(vii) Toe Support Placing Backward.

The foot is moved directly backward about two foot-lengths, the toe is placed on the ground and the knee and ankle are well stretched. The weight of the body rests on the forward foot. (See Fig. 12.)

Commands:

Right foot backward on the toe—place.
Recover—place.

[Common fault:

Not stretching knee and ankle sufficiently.]
Pace—quick.
(viii) **Lunging (Outward and Forward).**

In lunging outward (or forward) the foot is moved about **three** foot-lengths in the same direction as is taken in "Foot placing outward" (or forward). The front knee must be well bent and the back leg must be kept perfectly straight, the foot remaining flat on the ground; most of the weight falls on the front leg. The body and head are inclined in line with the back leg, and should maintain the same relative position as at "Attention." In lunging
outward (see Fig. 15 and diagrams 12 and 13), the forward shoulder is slightly lowered, while in lunging forward (see Fig. 14 and diagrams 15 and 16), both shoulders remain level.

Diagram 15. Forward Lunge (60 degrees).

Commands:

Feet full—open.
Right foot outward (or forward) in lunge position—place.
Recover—place.

Common faults:
Not moving the foot far enough, or moving it too far.
 Turning the forward knee in.
 Moving the backward foot.
 Not inclining the body correctly or bending the hip of the backward leg.
 Bending the backward knee.

Pace—medium.

(ix) Lunging Sideways.

Diagram 16. Forward Lunge (90 degrees).

Diagram 17. Sideways Lunge.

The foot is moved about three foot-lengths to the side in the direction taken in "Foot placing sideways." The corresponding knee is bent and the body is inclined and kept in line with the straight leg. (See Fig. 15, diagram 17.) This entails a bending of the trunk, and, as this bending is the predominant effect of the exercise, it is perhaps better to consider this exercise as a "Trunk bending sideways" rather than as a leg movement.
Commands:

Left foot sideways in lunge position—place.
Recover—place.
Face—medium.

2.—Trunk Bending Backward and Forward.

(i) Trunk Bending Backward.

In this movement the chest is first raised and the upper part of the spine is then bent backward. The head makes but little separate movement, and is carried backward with the body. The bending should at first be only slight, but it may be gradually somewhat increased as the exercise becomes familiar. It must be clearly understood that the body should not be bent backward from the waist. The breath must not be held during this exercise. (See Fig. 16 and diagram 18.)

Commands:

Trunk backward—bend.
Trunk upward—stretch.

[Common faults:

Bending the knees.
Carrying the head forward or backward.
Bending the lower part of the spine.
Holding the breath.]

Face—slow.

Diagram 18.

(ii) Trunk Bending Forward.

The body is inclined slowly forward from the hips, with the chest raised. The back must be kept straight and must not be rounded. The head should not hang down but must be directed slightly upwards. The knees must be straight. (See Fig. 17.)

Commands:

Trunk forward—bend.
Trunk upward—stretch.

[Common faults:

Bending the knees.
Hanging the head down.
Rounding the back.]

Face—slow.

PLATE II.
(iii) **Trunk Bending Forward and Downward.**

This is a continuation of "Trunk bending forward." The body is first inclined forward and then downward as far as possible. The knees must be kept straight and the back should not be unduly rounded. (See Fig. 18.)

**Commands:**

- **Trunk forward and downward**—*bend.*
- **Trunk forward and upward**—*stretch.*
- **Pace**—*slow.*

3.—**Arm Bending and Stretching.**

(i) **Arm Bending Upward. (Upward Bend Position.)**

The arms are bent upward at the elbow and the fingers placed on the outer side of the shoulders. The elbows must be kept close to the side and the fingers should be slightly bent. (See Fig. 19.)

**Commands:**

- **Arms upward**—*bend.*
- **Arms downward**—*stretch.*

[**Common faults:**

- Raising or moving the shoulders.
- Moving the elbows away from the side.
- Allowing the hands to come in front of the chest.]

**Pace**—*quick.*

The "Upward bend" position is the preliminary or commencing position for "Arm stretchings," which are always taken in two distinct movements, the arms being first bent and then stretched in the given direction, sideways, upward, forward, downward, or backward.

(ii) **Arm Stretching Sideways. (Sideways Stretch Position.)**

The arms are bent and then fully stretched horizontally sideways in line with the shoulders. The fingers and thumbs must be straight and close together and the palms turned down. (See Fig. 20.) In the return movement the arms are first bent and then stretched downward to the position of Attention.

**Commands:**

- **Arms sideways**—*stretch.*
- **Arms downward**—*stretch.*

*Note that the various positions of the arms should be practised slowly at first, speed being increased as the scholars learn correct execution. When they are taken rapidly there should be a distinct pause after each movement in order to develop the effect.*
[Common faults:
Allowing the shoulders to take too much part in the movement.
Allowing the head to fall forward.
Not stretching the arms and hands fully.
Separating the fingers.
Not keeping the body erect.]
Pace—quick.

(iii) Arm Stretching Upward. (Upward Stretch Position.)

The arms are bent and then stretched upward to their fullest extent, the hands being the width of the shoulders apart, the fingers and thumbs straight and close together, and the palms turned in. The hands should be in line with the arms. (See Fig. 21 and diagram 19.)

Commands:
Arms upward—stretch.
Arms downward—stretch.

[Common faults:
Hands not in line with the arms.
Hands and arms brought too far forward.
Head carried forward.]
Pace—quick.

Diagram 19.

(iv) Arm Stretching Forward. (Forward Stretch Position.)

The arms are bent and then stretched forward at the shoulder level, keeping the body erect. The fingers and thumbs must be straight, the palms turned in, and the hands and arms should be at least the width of the shoulders apart. (See Fig. 22.)

Commands:
Arms forward—stretch.
Arms downward—stretch.

[Common faults:
Bringing the shoulders forward.
Bringing the hands too close to one another.
Rounding the back.]
Pace—quick.

PLATE III.
(v) Arm Stretching Backward. *(Backward Stretch Position.)*

The arms are bent and then stretched backward, the fingers and thumbs being straight, and the palms turned in. *(See Fig. 23.)*

**Commands:**

*Arms backward*—stretch.

*Arms downward*—stretch.

[Common faults:

- Hollowing the back.
- Bringing the shoulders and body forward.]

**Pace**—quick.

4.—Balance Exercises.

(i) Heel Raising. *(Heels Raise Position.)*

The heels are kept together and slowly raised as high as possible from the ground. The knees must be straight and the body erect. *(See Fig. 24.)*

**Commands:**

*Heels*—raise.

*Heels*—lower.

[Common faults:

- Swaying the body.
- Allowing the heels to come apart.
- Raising the shoulders during the movement.]

**Pace**—slow.

(ii) Heel Raising and Knee Bending.

The heels are first raised, and the knees are then bent half-way outwards, the heels being kept together. The head and body must be kept erect throughout the movement. *(See Fig. 25.)*

**Commands:**

*Heels*—raise.  *Knees*—bend.

*Knees*—stretch.  *Heels*—lower.

[Common faults: *(in bending the knees)*

- Swaying the body, or inclining it forward.
- Lowering the heels and not turning the knees sufficiently outward.](in stretching the knees)

- Raising the shoulders.
- Raising the heels too little.]

**Pace**—medium, then slow.
(iii) Heel Raising and Knee Full Bending.

This is a continuation of the preceding movement, the knees being bent as far as possible. The heels should be kept together. The head and body must be erect. (See Fig. 20 and diagram 20.)

Commands.

Heels—raise. Knees full—bend.
Pace—medium, then slow.

(iv) Knee Raising (Knee Raise Position).

The knee is raised slowly upward until the thigh is at right angles to the body, the leg at right angles to the thigh, and the toe pointing downward. The standing leg must be kept perfectly straight and the body must be erect. (See Fig. 27 and diagram 21.)

Commands:

Left (or right) knee—raise.
Knee—lower.

[Common faults:
Inclining the body backward or sideways.
Bending the knee or the standing leg.
Turning the raised knee or point of toe inward.
Bending the knee or hip joint too little.]
Pace—medium, then slow.
(v) **Leg Raising Forward.**

The leg is raised forward as high as possible with a straight knee and pointed toe. The body must be kept erect. *(See Fig. 28.)* The same position may be reached by Leg stretching forward from the "Knee raise" position.

**Commands:**

- **LEFT (or RIGHT) LEG FORWARD—raise.**
- **LEG—lower.**

**Common faults:**

- Bending the raised leg.
- Raising the leg insufficiently.
- Inclining or swaying the body.

**Pace—medium, then slow.**

(vi) **Leg Raising Sideways.**

The leg is raised sideways with a straight knee and pointed toe. The body must be kept upright and must not be inclined towards the side of the standing leg. *(See Fig. 29.)*

**Commands:**

- **LEFT (or RIGHT) LEG SIDEWAYS—raise.**
- **LEG—lower.**

**Common faults:**

- Inclining the body.
- Bringing the raised leg forward.

**Pace—medium, then slow.**

(vii) **Leg Raising Backward.**

The leg is raised backward with a straight knee and pointed toe, the body being kept erect. *(See diagram 22.)*

**Commands:**

- **LEFT (or RIGHT) LEG BACKWARD—raise.**
- **LEG—lower.**

*(Leg raising, forward, sideways or backward, may be taught, especially to young children, from the Toe support placing positions.)*

**Pace—medium, then slow.**
5.—SHOULDER BLADE EXERCISES.*

(i) Arm Bending Across. (*Across Bend Position.*)

The arms are bent at the elbow, forward and inward, and raised to a horizontal position across the chest. The hands, wrist and forearm should all be kept in line. The shoulders must not be raised, and the elbows must be drawn back, bringing the hands well apart. (*See Fig. 30 and diagram 23.*) (This position is also known as the "Forward bend" position.)

Commands:

Arms across (or forward)—bend.

Attention.

[Common faults:

Raising the shoulders.
Bringing the elbows too far forward.
Lowering the elbows or allowing them to come forward.
Bringing the hands too near together.]

Pace—quick.

Diagram 23.

View from above.

(ii) Neck Rest.

Without moving the head or body the hands are placed at the back of the neck with the wrists straight and the finger tips just meeting. The elbows must be well drawn back, the chest raised, and the head kept erect. (*See Fig. 31.*)

Commands:

Neck—rest.

Attention.

[Common faults:

Not keeping the head and elbows well back.
Bending the wrists.
Not keeping the body erect.]

Pace—quick.

* See note on page 26.
(iii) *Arm Raising Sideways.* *(Sideways Raise Position.)*

The arms are kept quite straight and raised slowly sideways until they reach in one movement the "Sideways stretch" position. *(See Fig. 20.)* In the return movement they are gradually lowered in one movement, without bending, to the position of Attention.

**Commands:**

- **Arms sideways—raise.**
- **Arms downward—lower.**

[Common faults:
- Separating the fingers.
- Moving the shoulders too much.]

**Pace—slow or quick.*

(iv) *Arm Raising Forward.* *(Forward Raise Position.)*

The arms are kept straight and raised slowly forward until they reach in one movement the "Forward stretch" position. *(See Fig. 22.)* In the return movement they are gradually lowered to the position of Attention.

**Commands:**

- **Arms forward—raise.**
- **Arms downward—lower.**

[Common faults:
- Bringing the hands too close to one another.]

**Pace—slow or quick.*

(v) *Arm Raising Sideways and Upward.*

The arms are kept straight and raised slowly sideways and upward until they reach in one movement the "Upward stretch" position. *(See Fig. 21 and diagram 19.)* When the arms reach the "Sideways raise" position, the palms are turned upward as the arms are being raised and downward as they are being lowered.

**Commands:**

- **Arms sideways and upward—raise.**
- **Arms sideways and downward—lower.**

[Common faults:
- Not raising the arms and hands to the vertical position.
- Allowing the head to fall forward.
- Bending the back at the waist.]  

**Pace—slow or quick.*

(vi) *Arm Raising Forward and Upward.*

The arms are raised slowly forward and then upward until they reach in one movement the "Upward stretch" position.

**Commands:**

- **Arms forward and upward—raise.**
- **Arms forward and downward—lower.**
- **Pace—slow or quick.*

* See note on page 26.
(vii) **Arm Parting.**

This may be taken (a) from the "Forward raise position." The arms are slowly separated and take the "Sideways raise" position, the palms being, however, directed *forward* instead of downward. *(See Fig. 32.)*

**Commands:**

- **Arms forward**—*raise.*
- **Arm parting by numbers**—1, 2.
- **Arms downward**—*lower.*

(On 1, the arms are separated; on 2, they take the "Forward raise" position.)

(b) Arm parting may also be taken from "Sideways and upward (or Forward and Upward) raise," the arms being lowered sideways to the shoulder-line with the palms turned up.

**Commands:**

- **Arms sideways and upward**—*raise.*
- **Arm parting by numbers**—1, 2.
- **Arms sideways and downward**—*lower.*
- **Pace**—*slow or quick.*

(viii) **Arm Flinging.**

This is a quick movement, and is best taken from the "Across, bend" position. The arms are rapidly moved outward into the "Sideways raise" (or stretch) position. *(See Fig. 20.)*

**Commands:**

- **Arms across**—*bend.*
- **Arms**—*fling.*
- **Arms**—*bend.*
- **Attention.**
- **Pace**—*quick.*

(ix) **Arm Swinging Sideways.**

This may be taken from the "Forward raise position." The arms are quickly separated and take the "Sideways raise" position turning the palms down during the movement.

**Commands:**

- **Arms forward**—*raise.*
- **Arms sideways**—*swing.*
- **Arms forward**—*swing.*
- **Arms downward**—*lower.*

**[Common faults]**:

- Moving the head or body during the exercise.
- Raising the shoulders.
- **Pace**—*quick.*

* These exercises practised quickly have a powerful effect in expanding the chest and developing the muscles of chest and shoulders. They are practised slowly in connection with breathing exercises at the beginning or end of the lesson.
Arm swinging forward and sideways, or forward and downward, or downward and backward, can also be taken from "Arms forward and upward raise" (or "sideways and upward raise").

(x) Arm Swinging Forward and Sideways.

The arms swing forward and then sideways in one movement, the palms being turned down when the "Forward raise" position is reached.

**COMMANDS:**

- **Arms forward and upward—raise.**
- **Arms forward and sideways—swing.**
- **Arms forward and upward—swing.**
- **Arms forward and downward—lower.**

**Pace—quick.**

(xi) Arm Swinging Forward and Downward.

The arms swing quickly forward and downward from "Arms forward and upward raise" into the position of "Attention."

**Pace—quick.**

(xii) Arm Swinging Downward and Backward.

This is really a continuation of the preceding movement, the arms swinging through the position of "Attention" into the "Backward stretch" position.

**COMMANDS:**

- **Arms forward and upward—raise.**
- **Arms forward and downward (or downward and backward)—swing.**
- **Arms forward and upward—swing.**
- **Arms forward and downward—lower.**

**Pace—quick.**

6.—Trunk Turning and Bending Sideways.

(i) Trunk Turning.

The body is turned slowly as far as possible without moving the legs to the left or right, the head and arms making no separate movement, but keeping their relative position to the shoulders. Both knees must be quite straight and both feet must be kept firmly on the ground. (See Fig. 33.)

**COMMANDS:**

- **Trunk to the left (or right)—turn.**
- **Trunk forward—turn.**

[**Common faults:**

- Moving the feet.
- Twisting from the knees.
- Twisting the head or arms.
- Bending the body.]

**Pace—slow.**

Diagram 24.
(ii) **Trunk Bending sideways.**

The body is bent slowly to the left or right as far as possible without altering the position of the legs. The shoulders must be square to front, the knees must be kept straight, and both feet kept firmly on the ground throughout the exercise. The head makes no separate movement. *(See diagrams 24 and 25.)*

**Commands:**

- **Trunk to the left (or right) — bend.**
- **Trunk upward — stretch.**

**Common faults:**

- Bending the knee on the side to which the body is bent.
- Raising the heel of the other foot.
- Turning the body or inclining it backwards or forwards.

**Pace — slow.**
CHAPTER IV.

MARCHING, RUNNING, JUMPING AND BREATHING EXERCISES.

I.—MARCHING.

In marching, the head and body must be kept erect, and the arms should swing easily from the shoulders. The movement of the legs should come from the hips, and be free and natural. The foot should be carried straight forward and placed firmly on the ground.

Marching is commenced with the left foot, the first step being marked.

Commands:

**Forward (or quick)**—march (left, right). Class—halt, 1, 2.

(On 1, a marching step is taken with the left foot; on 2, the right foot is brought forward to the position of Attention with a marked step.)

**TURNING ABOUT ON THE MARCH.**

The class turn to the Right about on the toes when the left foot is in front and the right foot behind. After the turn the left foot will be behind and the right foot in front; the left foot then takes a step forward, so completing the movement, and marching is continued, beginning with the right foot. In order to turn to the Left about, the positions of the feet must be reversed.

Command:

Right about—turn, 1, 2, 3, 4.

(On 1 and 2, ordinary marching steps are taken; on 3, the turn is made on the toes, to the right about; on 4, the left foot is brought forward.)

With young children the second and fourth steps may be slightly marked, this gives rhythm and makes the movement somewhat easier.

**WHEELING.**

When marching in single file, the leader changes his direction to the right (or left), moving round the circumference of a quarter circle whose radius is about 3 feet, the other children acting in a similar way when they arrive at the same point.

Command:

Right (or left)—wheel.

If the class is marching in fours or eights, the children on the inner side (that is, the right side when wheeling to the right) have a shorter distance to take than those on the outer side. The steps
must accordingly be regulated, the children on the inner side taking short ones, while those on the outer side take comparatively long ones until the change of direction has been completed.

**CHANGING STEP ON THE MARCH.**

This movement may be taken occasionally to give variety to the ordinary march or to correct individual children who are "out of step".

**Command:**

*Change—step, 1, 2, 3.*

(On 1, an ordinary marching step is taken; on 2, a short step which brings the instep of the rear foot up to the heel of the forward foot; on 3, an ordinary marching step is taken with the forward foot. Thus on 1 and 3 the same foot moves forward.)

These movements may be performed consecutively with the right and left foot as a step march, the steps in this case being taken on the toes. *(See Fig. 34.)*

**Command:**

*With change of step, forward—march, 1, 2, 3.*

**MARCHING ON THE TOES.**

The heels are raised as high as possible, and the steps are somewhat shortened. Each step should be light, the arms swinging easily.

**Commands:**

*Heels—raise. Forward—march.*

*Class—halt, 1, 2, 3.*

(On 1, a step is taken with the left foot on the toe; on 2, the right foot is brought up to the left; and on 3, the heels are lowered to the position of Attention.)

In changing from ordinary marching the command is:

*Heels—raise.*

The first step on the toes is taken as the left foot moves forward after the command *march.*

In changing from marching on the toes to ordinary marching, a marked step should be made with the left foot after the command *Heels—lower* has been given.

**MARKING TIME WITH KNEE RAISING.**

Beginning with the left leg, the knees are raised alternately from the ground until the thigh forms a right angle with the body, the toes being pointed downward. In raising the leg the foot should not be carried forward in advance of the knee.

**Commands:**

*With knee raising, mark—time (left, right).*

*Class—halt, 1, 2.*
In marking time the pace should be exactly the pace of the march. The tendency to quicken the pace should be carefully checked.

MARCHING WITH KNEE RAISING.

The knees are raised alternately until the thigh is at right angles to the body with the toe pointing downward, and the class move forward rather more slowly than in ordinary marching.

**Commands:**

*With knee raising forward—march.*

*Knees—raise.*

The knee raising is commenced as the first complete step is made after the command *march* has been given.

HOP MARCHES.

*Hop March with Knee Raising*—A step forward is taken with the left foot. The right foot is then raised, with the knee turned slightly out and the toe pointed, while a hop is made on the left foot. The same movements are then repeated, beginning with the right foot. The body should be slightly inclined towards the side of the raised knee. (See Fig. 35).

**Commands:**

*Hop March, with knee raising—begin.*

*Class—halt, 1, 2.*

(On 1, the raised foot takes an ordinary step forward; on 2, the other foot is brought to "Attention" with a slightly marked step.)

*Hop March with Leg Raised Forward.*—During the hop the raised leg is stretched forward with a straight knee and pointed toe, the body being kept erect.

**Commands:**

*Hop March with leg raising forward—begin.*

*Class—halt, 1, 2.*

*Hop March with Leg Raised Backward.*—A step forward is taken with the left foot. The right leg is then raised backward, while a hop is made on the left foot. The same movements are repeated beginning with the right foot. The body is inclined forward and slightly to one side, over the forward foot. (See Fig. 36.)

**Commands:**

*Hop March with leg raised backward—begin.*

*Class—halt, 1, 2.*

In hop marches the hands may be placed in the "Hips firm" position or, as in Fig. 36, "Hands on Hips."
II.—RUNNING.

The heels are first raised and running is commenced with the left foot, the steps, which are taken on the toes, being as light as possible. The arms are slightly bent, the fists loosely clenched and the backs of the hands turned outward. The arms must not be kept rigid, but should swing freely and easily from the shoulders with the movements of the body. The shoulders should be kept steady and square to the front. The foot must be carried straight forward after leaving the ground. In running the body is inclined slightly forward.

Commands:

**FORWARD**—*run*.
**CLASS**—*halt, 1, 2, 3, 4.*

(On 1, 2, and 3 the steps become gradually slower; on 4, the rear foot is brought to "Attention" with a marked step.)

In changing from running to ordinary marching the command is:

**CHANGE**—*march, 1, 2, 3, 4.*

(The steps become gradually slower on 1, 2, 3 and 4, and after 4, marching is at once continued, the left foot beginning with a marked step.)

**RUNNING WITH KNEE RAISING.**

With each step the knee is raised until the thigh forms a right angle with the body, the toe pointing downward. The body must be kept erect, and the running is taken with shortened steps.

Commands:

**WITH KNEES RAISING, FORWARD**—*run.*
**CLASS**—*halt, 1, 2, 3, 4.*

Running with knee raising should as a rule only be continued for eight or ten consecutive steps. It is often taken during running, the commands being—

**KNEES**—*raise.*
**CHANGE**—*run.*

**RUNNING ON THE SPOT.**

This is a variation of the preceding movement. It is taken in a similar way, but instead of moving forward, the class remain stationary.

Commands:

**RUNNING ON THE SPOT, LEFT (RIGHT) FOOT**—*begin.*
**CLASS**—*halt, 1, 2, 3, 4.*

III.—JUMPING.

A jump consists of three parts in addition to the preliminary run which is frequently used—(1) the start or "take off," (2) the actual jump, and (3) the landing.
The *take off* should be taken from the forepart of one or both feet and consists of a quick bending of the hip, knee and ankle, followed by an immediate straightening of these joints.

The *jump* itself begins as the feet leave the ground and finishes directly they touch it, when the knee should be nearly straight, the heels together, and the feet stretched downwards. The legs should, however, be free from all stiffness.

In *landing* the toes must reach the ground first and the hip, knee and ankle are at once quickly bent and then straightened. This prevents jarring of the spine or other part of the body. The jump is completed by lowering the heels to the ground.

(i) *Free standing jumps* taken from both feet are easily taught with the class arranged in open ranks. "Heel raising and Knee bending" taken quickly may be used as a preparation for such jumping.

The following may be taken as examples of suitable jumps:—

**Astride Jumping.**—This is taken from the standing position after the heels have been raised.

**Commands:**

Heels—raise.
Astride jumping—begin, 1, 2.

(On 1, the feet quickly take the Astride position on the toes; on 2, the feet are quickly brought together again, the heels being still raised.)

**Upward Jump.**—The children jump directly upward, fully stretching the body and legs in the air, and the landing should be as light as possible.

**Commands:**

Upward—jump, 1, 2 (3, 4), 5, 6.

(On 1 and 2, the heels are quickly raised and the knees are bent; on 3 and 4, the jump is taken; on 5 and 6, the knees are stretched and the heels lowered.)

The numbers may be omitted and the command should then be given as Upward jump—go.

*[Common faults: (in jumping upward)](in jumping upward)

Bending the knees and inclining the body forward.

*(in landing)*

Keeping the ankle and knee joints stiff and the body not erect.]

*Jumping Forward or Backward* (or to the right or left) may be taken in a similar way.
The Upward jump may be combined with Turning to the right or left. During the jump a turn through a quarter circle is made so that on landing the child faces to the right or left.

**Commands:**

*With turning to the right (left) upward—jump, 1, 2 (3, 4), 5, 6.*

[Common fault:
Commencing to turn too soon.]

Free standing jumps, such as the above, may be combined with movements of the arms, such as Arm raising or Arm flinging.

For example:

**Commands:**

*With arm flinging, upward—jump, 1, 2 (3, 4), 5, 6.*

The Arm flinging is performed with the jump on (3, 4) from the Across bend position of the arms.

Two consecutive jumps may be taken in the same direction.

For example:

**Commands:**

*Twice upward—jump, 1, 2 (3, 4), (5, 6), 7, 8.*

(The jumps are taken on (3, 4) and (5, 6)).

(ii) *Jumping over a rope.*—This is commenced with a running start, beginning with the right or left foot, three or five short steps being taken with increasing speed before the actual jump is made. The jump is taken from one foot, and the knees are bent well up in the upward spring and stretched out before landing. The landing is made on both feet as already described.

**Commands:**

*With three (five) steps forward off the left (right) foot—go.*

It is not necessary to give this command to each child, the words Next—go being sufficient.

Several variations may be introduced: (a) Two or more children may start simultaneously from the same or from opposite feet. They must keep in step and should land at the same moment. (b) Turning right or left during the jumps. The turn is made as the body is in the air, before landing. For turning to the right, the jump is taken from the right foot. A further advance on this exercise is to turn to the right (or left) about.

The “Standing jump over the rope” is taken from both feet as in “Upward jump,” with no previous running start, but bending the knees to clear the rope.

(iii) *Long jumping.*—This is commenced with a running start usually somewhat longer than that required for jumping over a rope, and the jump is taken from one foot. The length of the jump may be marked out with chalk on the floor. Long jumping may also be combined with Turning or About turning.
The "Standing Long Jump" is done from a line on the ground. Each child jumps in turn and the place where his heels land is marked. After toeing the line the jumper rises as high as he can on his toes and stretches his arms above his head as high as possible with clenched fists. He pauses here a moment in full balance, then inclines slowly forward, and in doing so quickly swings the body and arms forward and downward and bends the knees, then without a moment's pause throws his arms and body forward and upward, and springs.

IV.—BREATHING EXERCISES.

A Breathing Exercise consists of a combination of movements, partly of the body muscles and partly of the lungs themselves, the first result of which is a deeper inspiration and a more complete expiration than occurs in ordinary breathing. Certain arm movements are among the simplest of these Breathing Exercises and may be accompanied by deep breathing, as this will bring into action additional muscles of respiration. It may be said that in a certain sense every physical exercise is a Breathing Exercise. The term "Breathing Exercise" is here restricted to certain definite movements of which the exercises described below may be taken as examples.

The rate of respiration varies with the individual, as well as in relation to age, and therefore the class should not necessarily be expected to perform these exercises in the same exact and regular time that is required with the other movements. The teacher should remember that a child naturally breathes more rapidly than an adult. As a rule, in school, Breathing Exercises should be taken in the standing position, and whenever possible these exercises should be preceded by "handkerchief drill" to ensure a free passage for the air through the nose.

The following may be taken as examples of Breathing Exercises:

1. Arm raising sideways.
   Arm parting.
   Arm raising forward and upward, lowering sideways and downward.
   Arm raising sideways and upward, lowering sideways and downward.

The movements of the arms may be combined with deep breathing; they must be slow and must correspond with inspiration and expiration.

For example:

With deep breathing, Arms sideways—*raise.*
  Arms downward—*lower.*

The class breathe in as the hands are raised, and breathe out as they are lowered.
2. Simple Breathing Exercise (a) with Hands on chest.

The hands rest lightly on the lower part of the front of the chest with the finger tips two or three inches apart and directed inward (see Fig. 37). The child is thus able to feel the movements of the chest walls during breathing. The mouth must be kept closed during the exercise, and both inspiration and expiration should be deep and slow.

Commands:

Hand on chest—place.
Breathe—in. Breathe—out.
[Or, Breathing—commence.]
Attention.

(b) With Hips firm.

This exercise is taught in a similar way, the hands being in the Hips firm position, to take the weight of the arms off the shoulders.

Hips—firm. Breathe—in.
Breathe—out.

Attention.

(c) At Attention.

In this exercise the breathing is taken in the position of Attention.

In commanding Breathing Exercises care must be taken to give the executive word (in, out, etc.) smoothly and deliberately, so that children who breathe comparatively slowly shall not be unduly hurried, and those who naturally breathe more quickly shall not pause too long at the end of inspiration. Indeed there is much to be said for substituting the command "Breathing—commence" for the double command "Breathe—in, Breathe—out," thus allowing each child greater freedom in regard to the rate of breathing. Breathing exercises should not be done in regular time for the reason given above.

Deep breathing should never be given immediately after vigorous exercise. If the children are "out of breath," the jumping or running should be followed by marching or marking time, and the breathing exercise should only be commenced when the class are again breathing quietly.

Special exercises for "mouth-breathers" will be found in the appendix.
CHAPTER V.

THE ARRANGEMENTS OF THE CLASS (ORDER MOVEMENTS).

FORMATION OF A CLASS.

On the command "Fall in" the children should take their places in one line arranged according to height. As a rule the shortest should be on the left of the class, the tallest on the right.

When a class consists of more than twelve children a second line should be formed, about two feet behind the first. In cases where the class is too large to be formed up in two lines, or where the available space is broad and short, the class may be divided into two divisions, each arranged in two lines.

Young children may be placed in position, but with older children this is unnecessary. On the command "Attention," the children should immediately take the position of Attention. (See Fig. 1 and diagrams 1 and 2.)

To straighten the lines, the children, with the exception of the leader on the extreme right of the class, turn their heads to the right and move by short steps until they are in line with the leader and at regular distances from each other (about one hand's breadth at the elbow). When this has been done the heads are again turned to the front.

COMMANDS:

Eyes right and Lines—straight.
Eyes—front.

A class is said to be in ranks when the children stand side by side; in files when they are one behind the other.* A rank is converted into a file by turning the class to the right or left; a file into a rank in a similar manner. In order to straighten the lines when the class is standing in files, the leader in each file stands still, while each of the other children places himself directly behind the one in front.

COMMAND:

Class—cover.

MARKING TIME.

Beginning with the left foot, the feet are raised alternately about two inches from the ground, the knees being slightly bent. The class should not move forward or backward while marking time, and should not quicken the pace beyond the rate of a march.

* It should be noted that the term "file" is not used here in the strictly technical sense in which it connotes two persons only, placed one behind the other.
Commands:

Mark—
time (left, right, etc.).

Class—halt, 1, 2.

(On 1, a marking time step is taken with the left foot; on 2 the right foot is brought to the position of Attention.)

Taking Distances.

a. In ranks. To take distance; the class mark time, and all except the leaders gradually move to the left, at the same time turning the head to the right, until, when the right arm is raised sideways to the shoulder line (palm downwards), the finger tips touch the shoulder of the child on the right. The class then halt, the arms are lowered to the side and the heads turned to the front.

Commands:

Single distance from the right—take.

Class—halt, 1, 2.

(On 1, a marking time step is taken with the left foot; on 2, the right arm and foot are brought back to the position of Attention.)

If less distance is required, the right hand is placed in the "Hips firm" position, and each child moves to the left until his right elbow touches the left arm of the child on the right.

Commands:

Elbow distance from the right—take.

Class—halt, 1, 2.

b. In files. The class mark time, and, with the exception of the leaders, all move backwards until, by raising the arms forward (palms inward), each child is able to touch the outside of the shoulders of the one in front with the tips of his fingers. The class then halts, and the position of Attention is resumed.

Commands:

Distance forward—take.

Class—halt, 1, 2.

Turning.

A turning is a movement taken to change the direction in which the class faces.

In turning to the right, a quarter circle is turned on the right heel and left toe, the left heel and the right toe being raised. To complete the movement, the left foot is brought to the position of attention beside the right foot with marked step. To turn to the left similar movements are made, the right heel and the left toe being raised.

Command:

Right (or left) — turn, 1, 2.
(On 1, the heel and toe are raised and the turn is made and the
toe is lowered; on 2, the rear foot is brought to Attention.)

In turning to the right (or left) about, the class turn a half
circle in a similar way.

**COMMAND:**

**RIGHT (OR LEFT) ABOUT—** *turn, 1, 2.*

**TURNING WHILE MARKING TIME.**

Children may also be taught to turn while marking time, as this
is a simpler way of taking the movement. The right or left
turn may be taken in two movements, the about turn in four.

**COMMANDS:**

- **Mark—** *time* (left, right).
- **Left—** *turn, 1, 2.*
- **Left About—** *turn, 1, 2, 3, 4.*

**STEPPING FORWARD, BACKWARD OR SIDEWAYS.**

One or two steps forward or backward are taken, beginning
with the left foot.

**COMMAND:**

**ONE (TWO) STEP FORWARD (BACKWARD)—** *march, 1, 2.*

(On 1, the left foot is placed forward; on 2, the right foot is
brought to the position of Attention.)

Stepping sideways is performed to the command:

**ONE (TWO) STEP TO THE LEFT (RIGHT)—** *march, 1, 2.*

**NUMBERING, OPENING AND CLOSING RANKS.**

In numbering in twos, the leader on the right numbers “one,”
the next child “two,” the next “one,” and this is continued down
the line, each child turning the head quickly to the left when
speaking, and to the front again immediately afterwards.

With older children the front rank only should number, each
child in the rear rank taking the same number as the one directly
in front of him.

With younger children both ranks may number separately.

**COMMAND:**

**FROM THE RIGHT IN TWOS—** *number.*
To open ranks after numbering, the front rank takes one or two steps forward, and the rear rank one or two steps backward. The "ones" then take a step forward and the "twos" a step backward, so forming four lines. Closing ranks is performed in the reverse order. (See diagrams 26 and 27.)

**Commands:**

(To open ranks.)

Front rank a step forward, rear rank a step backward — *march.*

Ones (or twos) a step forward, twos (or ones) a step backward — *march.*

(To close ranks.)

Ones a step backward, twos a step forward — *march.*

Front rank a step backward, rear rank a step forward — *march.*

For older children, say above Standard II, the commands may be given as:

**With one step open (or close) ranks — march.**

**Ones and twos open (or close) ranks — march.**

In Standards V, VI and VII the command may be given as:

**Class, open (or close) ranks — march.**

After opening ranks a Turn to the right or left may be made if the teacher considers it desirable.

**CLASS IN TWO RANKS.**

![Diagram 26](image)

**OPENED OUT.**

![Diagram 27](image)
NUMBERING, OPENING AND CLOSING FILES.

When numbering with the class in files, the leader of the file on the right numbers "one," at the same time turning his head over his left shoulder. The numbering is continued down the line in a similar way.

To open files, the two files take two short steps away from one another, the "ones" then take one step to the right, the "twos" one step to the left.

COMMANDS:

(To open files.)

With two steps, open files—march.

Ones (or twos) a step to the right, twos (or ones) a step to the left—march.

(To close files.)

Ones a step to the left, twos a step to the right—march.

With two steps, close files—march.

In the upper standards the commands may be shortened, as with opening and closing ranks.

If the class is only large enough to form one line, the children number in threes instead of twos. To open ranks the "ones" take a step forward and the "threes" a step backward, while the "twos" stand still.

COMMAND:

Ones a step forward, threes a step backward—march.

In opening files, the ones and threes move to the right and left respectively.

COMMAND:

Ones (or threes) a step to the right, threes (or ones) a step to the left—march.

DISMISSING A CLASS.

On the word Dismiss, the class disperse quietly after a momentary pause.
CHAPTER VI.

ORDER AND PROGRESSION OF EXERCISES.

In drawing up a syllabus of exercises for a course of physical training lessons, there are certain fundamental principles which must always be kept in mind:—

(1) The exercises must be selected for their nutritive, corrective, or developmental effects on the body as a whole, and not merely to encourage the enlargement of certain muscles.

(2) The exercises must be adapted to the age, physical condition and general requirements of the pupils.

(3) They must be arranged on a certain, definite, systematic plan, each exercise having its special object in the lesson in order that the greatest effect may be obtained within the available time.

(4) The Physical Training must be above all things progressive, and this progression should be maintained throughout the entire period.

ORDER OF EXERCISES.

In order to carry out the above principles, the exercises derived from the positions described in Chapter III must be classified in groups, and these groups must be arranged in a definite sequence according to some distinct and commonsense rule. As far as possible each group should be represented in every lesson.

A lesson may be shortened if necessary by the omission of any group or groups of exercises, provided that a proper proportion of the easier and more difficult movements is maintained.

In arranging the exercises in a lesson the easy general movements should come first, as these prepare the way for, or lead up to, the more difficult and specialized exercises, which, if taken in this order, are performed more easily and with a minimum of effort. Near the end of the lesson should come the vigorous movements which bring all the muscles of the body into action. These are followed by gentle and quiet movements to reduce the action of the heart and the rate of breathing to normal, in preparation for the deep breathing exercises which close the lesson.
Bearing these points in mind, the following arrangement of the various groups of exercises* will be found for practical purposes to be the most convenient:

| 1. Introductory and breathing exercises | ... 5 minutes |
| 2. Trunk bending backward and forward | ... 2 minutes |
| 3. Arm bending and stretching | ... 3 minutes |
| 4. Balance exercises | ... 3 minutes |
| 5. Shoulder-blade exercises | ... 3 minutes |

   [Abdominal Exercises.]

| 5. Trunk turning and bending sideways | ... 3 minutes |
| 7. Marching, running, jumping (including games) | ... 5 minutes |
| 8. Slow arm or leg exercises | ... 2 minutes |
| 9. Breathing exercises | ... 2 minutes |
| 10. Closing lines and marching to class-room | ... 2 minutes |

Total 30 minutes.

1. **INTRODUCTORY EXERCISES.**—These are made up of two kinds of preliminary movements:

   (1) Order movements; (2) Preparatory and corrective movements.

   (1) The Order movements are those described in Chapter V, and are indispensable to the satisfactory class teaching of physical exercises. Younger children must of course be taught these movements, but as they become familiar they are performed more smartly and automatically, and then occupy a small portion of the lesson only. Their disciplinary value, however, remains

   (2) Preparatory and corrective movements pave the way for the more difficult exercises. There should usually be included among them a breathing exercise, a head movement, and a foot or leg movement. The latter may occasionally be replaced by a march if desired. These exercises must be easy or familiar to the children; some movements may be taken as introductory exercises by elder children which have been previously taught in other groups in the lower classes. When a lesson is of short duration, and all groups cannot be included, it is permissible to teach any new movement in the Introductory group after the respiratory and corrective exercises.

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* This Skeleton Table represents the minimum number of exercises which can be said to constitute a complete lesson. It is always possible to add to it. For example, two leg exercises (one of which may be marching) may be taken in the Introductory group; a leg exercise may precede the final Breathing exercise; a Trunk bending forward, or forward and downward, may be given after the Balance exercises, etc. Such alterations should, however, only be made by an experienced teacher, and with due regard to the length of the lesson and its effect upon the pupil.
Examples:—

Head bending backward or forward.
Foot placing sideways, outward, or forward.
Lunging outward or forward.

2. Trunk Bending backward and forward.—"Trunk bending backward" serves to widen the chest, to promote a freer movement of the ribs and to strengthen the muscles of the upper part of the body as well as the muscles of the body wall. It is thus most valuable in helping to produce good carriage, but as it is a comparatively severe exercise, it should not be taught to children under seven years of age. It should not be repeated too often, and care should be taken to see that the breath is not held during its performance.

"Trunk bending forward" and "forward and downward" are of special use in strengthening the muscles of the back, correcting round shoulders, and in rendering the body more supple.

Examples:—Trunk bending backward; forward; and forward and downward.

3. Arm Bending and Stretching.—Such movements also help in some degree to expand the chest, they strengthen the muscles of the arms and make the joints more flexible. They are easy exercises to perform, may be taught to quite young children and may be given freely, especially when it is desired to make the lesson simple and recreative. They can be used as recreative exercises in the classroom, and every teacher should be familiar with them.

Examples:—Arm stretching sideways, upward, forward, or backward.

4. Balance Exercises.—The educational value of these exercises is extremely high. They serve to develop the brain centres, they assist in promoting the control of the brain over the muscles and body generally, and they help the child to acquire concentration of purpose. They bring into action and develop the muscles which hold the body erect, and so improve the general carriage, while at the same time they often have a corrective action if there is a tendency to stoop or to hold the head or shoulders badly. It must be noted that progression is particularly important in this group, for the reason that when a balance exercise has been learnt and is performed without difficulty, it ceases to be a balance exercise, and has little further value as such though it is still useful in other ways.

Examples:—Heel raising and knee bending. Knee raising. Leg raising, forward, or backward.

5. Shoulder-blade Exercises.—These must be carefully distinguished from Arm bendings and stretchings. Though the ultimate position in both groups may in some cases be identical, it is arrived at in a different manner, different combinations of muscles are often employed, and the effects of the movements are also dissimilar.
Shoulder exercises have a marked effect on the expansion of the chest, and at the same time they help to flatten the shoulder-blades and to bring them into the correct position. Their corrective action is of great importance. Large numbers of children have round shoulders or unduly prominent shoulder-blades and these exercises tend to counteract such defects.

Examples:—Arm parting. Arm swinging.

Abdominal Exercises.—These exercises involve contraction of the muscles which form the body wall. This contraction helps to strengthen and give tone to the muscles, so assisting them to afford adequate support to the abdomen and its contents. They also help to prevent hollow back. The local circulation of the blood is at the same time stimulated and the physiological activity of the organs of digestion and excretion is thus increased.

Examples:—Lying; Leg raising; Prone falling.

As many abdominal exercises are taken in the sitting, kneeling, or lying positions they require a clean floor space. Their use is therefore necessarily restricted in elementary schools, though a few of the simpler ones may be used wherever the accommodation and other conditions are suitable. Some examples of these, in progressive order of difficulty, are given in the Appendix.

For obvious reasons abdominal exercises proper cannot take a place among the ordinary routine exercises taught in elementary schools. On this account the group has not been numbered with the others, and is only included, as a group, in the Tables for older children. Where abdominal exercises proper cannot be used, their place may be taken by some "step" marches, such as "Marching with Knee raising," or additional Trunk movements, such as "Trunk bending backward"; exercise of the muscles of the body wall is also obtained by Jumping and Ball games. These "auxiliary abdominal exercises" may find a place in every Table of exercises.

6. Trunk Turning or Bending Sideways.—These exercises develop the lateral flexibility of the spine and its power of rotation. They tend to increase the capacity of the chest, especially in its lower part, and encourage the movements of the lower ribs. The muscles of the body wall are strengthened; and somewhat similar physiological effects are produced as by abdominal movements.

Examples:—Trunk turning. Trunk bending sideways.

7. Marching, Running and Jumping.—Marching and running exert a considerable influence on the circulation, respiration, digestion and excretion. The carriage of the body is improved and further control and co-ordination is given to the various muscle groups. These movements also have a valuable educational effect in producing alertness, ready response and a happy cheerful spirit. Jumping has a similar but in some ways an even more pronounced effect.
8. Breathing Exercises.—Breathing exercises may be introduced between any two exercises if it seems advisable; they can also be taken in the class-room. It is important to remember that much of their value is lost if they are performed in an impure atmosphere. The teacher must, for physical exercises, teach nasal breathing, both for inspiration and expiration. For the correct performance of breathing exercises it is essential that the clothing shall be loose. A common fault made in breathing, especially noticeable in women, is to use the upper part of the chest almost entirely and to neglect the lower part of the chest and the abdomen, and so, of course, the lower parts of the lungs. One of the reasons for doing breathing exercises is to counteract this tendency to partial expansion of the lungs, to teach the child to use the whole chest as well as the abdominal muscles, and especially to encourage the full expansion of the lower ribs. The teacher should therefore pay careful attention to the method of breathing and should watch that the children do not simulate full expansion by merely raising the shoulders and upper part of the chest.

Examples:—

Breathing with the "Hands on the chest" or in Hips firm. 
Breathing with Arm raising sideways. 
Breathing with Arm raising forward and parting.

Progression of Exercises.

By "Progression" is understood a series of changes in an exercise, or in a Table of Exercises, which renders it gradually more difficult to perform, though more effectual in its results.

Progression of exercises may be obtained in various ways:—

1. By altering the position of the feet and so making the "base" of a movement larger or smaller. For example, with the feet in the "Astride" position the body is more stable than when the feet are in the "Standing" position. Many exercises, though not all, are therefore most easily taught when the child stands with the "feet astride." The exercise may afterwards be taken from the standing position and later still from "Feet close," "Foot placings" outward or forward may also be used.

2. By altering the position of the arms and so altering the "balance" of the body as a whole. This balance is most easily maintained when the arms are in the "Hips firm" position. In the position of "Attention" the balance is good, but the hands are not fixed. By raising the arms into the "Upward bend," the "Across bend," the "Sideways stretch," the "Forward stretch," the "Neck rest," and eventually into the "Upward stretch" positions, the general balance of the body is altered and the same exercise taken in turn from...
these different starting positions becomes more difficult to perform correctly.

3. By altering the position of the body as well as, or instead of, that of the feet or arms. For instance, a "Lunge" or "Trunk forward bend" may be used as starting positions.

4. By taking an exercise more slowly. For example, Knee raising or Heel raising and Knee bending are comparatively easy exercises when taken moderately quickly, but much more difficult when taken slowly and deliberately.

5. By increasing the time during which any position is maintained. This may be done by commanding the exercise more slowly, for example, Trunk bending backward or Leg raising; or by giving some additional movement of the arms or feet while the position is retained. For example, Arm stretching upward with Hand closing and opening, or Knee raising with Foot bending and stretching.

6. By a combination of movements. For example, two (or one) simple movements of the feet may be combined with two (or one) simple movements of the arms, as in Feet astride placing with Arm stretching sideways; or as in Feet astride placing with Hips firm; or as in Foot placing forward with Arm stretching upward. Movements may be combined in two different directions, as in Alternate arm stretching backward and upward, or in Leg raising sideways with Arm raising forward. It must always be remembered that the Progression, in whichever way it is obtained, must be gradual, and that each step in Progression must be learned before a new one is attempted.

A few words may be added as to progression in different groups.

Progression in Trunk Exercises.—Trunk bendings forward or backward are most easily performed with the feet apart, giving a wide firm base, and with the arms in the position of "Hips firm." These movements are made more difficult by narrowing the base and raising the arms. Trunk bending backward, for instance, is first learned with the "Feet astride" and "Hips firm." Later on the arms may be in the "Upward bend" position, and the feet in the position of Attention. "Arms across bend" and "Neck rest" are still more difficult positions for the arms, and "Feet close" or "Foot placing forward" for the feet. For Trunk bending forward and downward the most easy position is "Feet astride" and "Arms upward stretch." Progression may be obtained by taking the exercise from the standing position. Trunk turning can be performed more easily with a narrow base in the standing position, as twisting of the knees is then less likely to occur. Progression may be made in this case by taking the exercise from the Feet astride position. Trunk bending sideways should be first taught in the "Feet astride, Hips firm" position. Progression may be obtained as in Trunk bending backward. Trunk turning is the easier movement and should always precede Trunk bending sideways when both
exercises are included in one table. The two movements may be combined as one exercise with older children.

**Progression in Arm Stretchings.**—Arm movements are taught, at first, in one direction only, sideways, upward or forward. Arm stretching backward is the most difficult and the least useful of the single movements. Later on varying combinations may be taken in the same exercise, or the arms may move twice each way instead of once. Progression may also be obtained by teaching symmetrical movements in which the arms move simultaneously in different directions, as, for instance, *Alternate arm stretching forward and upward*; or by combining foot with arm movements, as, for example, *Arm stretching upward and downward with a step to the right or left*.

**Progression in Balance Exercises** must be continuous throughout the whole course, because as soon as any one balance exercise has been acquired it is no longer a test of balance for the class; indeed, it may, if desired, be placed among the Introductory exercises. To ensure progression in this group, increase the "balance" effect of familiar balance exercises by combining them with head or foot movements, with Arm bendings and stretchings, or with Shoulder-blade exercises. *Heel raising and Knee bending*, for example, is at first taken in the "Hips firm" position. Progression is made by altering the position of the arms, or by combining the exercise with Arm stretching in various directions, with Head turning or with Foot placing.

**Progression of Shoulder-blade Exercises.**—This depends almost entirely on the position of the body, and these exercises must be taken first from the standing position. The slower exercises, such as Arm parting, should as a rule be taught before the quicker movements of Arm flinging and swinging. Progression is made by taking a new commencing position, such as "Trunk forward bend" or a "lunge" forward or outward.
CHAPTER VII.

THE TABLES OF EXERCISES.

GENERAL INTRODUCTION.

The following 72 Tables of Exercises have been divided into three series, A, B and C, each containing 24 tables. The tables in Series A are intended for children of 7—9 years of age. The first 12 tables may suitably be used in Standard I, the second 12 in Standard II. Series B is arranged for children of 9—11 years of age, the first 12 tables of the series being suitable for Standard III, the second 12 for Standard IV. Series C is intended for children of 11—14 years of age. The first 12 tables of the series may be used in Standard V. The second 12 are designed for Standards VI and VII. As these will therefore be in use, in some cases, for the training of the same pupils for the last two years of their school life, a somewhat greater variety has been given to the exercises, and optional abdominal exercises have been added in distinctive type and marked in each case by an asterisk instead of a number.

It will thus be seen that in the first year (7—8) there are 12 tables, or four for each of the three terms; in the second year (8—9) a second 12 tables, and so on. Whilst, therefore, it is necessary for the teacher to have a general knowledge of all the exercises in the Syllabus, he will, in point of fact, only require to teach four new tables in each term. In other words, the tables of the Syllabus extend over the whole period of school life from 7 to 14 years, and must be viewed in the light of that fact. For convenience of reference, the tables have been numbered consecutively throughout the three series.

The following plan will, it is hoped, make quite clear the method of working the Scheme of the Tables:

<table>
<thead>
<tr>
<th>Series</th>
<th>Approximate Age of Children</th>
<th>Year of Work in Physical Exercises</th>
<th>Work for 1st Term</th>
<th>Work for 2nd Term</th>
<th>Work for 3rd Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>7—8</td>
<td>First</td>
<td>Tables 1—4</td>
<td>Tables 5—8</td>
<td>Tables 9—12</td>
</tr>
<tr>
<td></td>
<td>8—9</td>
<td>Second</td>
<td>Tables 13—16</td>
<td>Tables 17—20</td>
<td>Tables 21—24</td>
</tr>
<tr>
<td>B</td>
<td>9—10</td>
<td>Third</td>
<td>Tables 25—28</td>
<td>Tables 29—32</td>
<td>Tables 33—36</td>
</tr>
<tr>
<td></td>
<td>10—11</td>
<td>Fourth</td>
<td>Tables 37—40</td>
<td>Tables 41—44</td>
<td>Tables 45—48</td>
</tr>
<tr>
<td>C</td>
<td>11—12</td>
<td>Fifth</td>
<td>Tables 49—52</td>
<td>Tables 53—56</td>
<td>Tables 57—60</td>
</tr>
<tr>
<td></td>
<td>12—14</td>
<td>Sixth and Seventh</td>
<td>Tables 61—64</td>
<td>Tables 65—68</td>
<td>Tables 69—72</td>
</tr>
</tbody>
</table>
It will be understood that this "Key" is for the general purpose of guidance, and is not intended to lay down rigid restrictions.

**Exercises and Starting Positions.**

Each table, after the first, regarded as a whole is an advance on the preceding one, but no table consists of an entirely new set of exercises. The exercises are shown in the left, the commands in the right hand, column. The starting (or commencing) position of each exercise is described in brackets after the exercise proper, unless the movement is to be taken from the position of Attention. Take, for instance, *Feet closing and opening* (Hips firm) in Table 1 of Series A, "Feet closing and opening" is the exercise, and "Hips firm" the starting position which must be assumed before the exercise proper is commenced.

**Commands.**

The full commands are given whenever an exercise is described for the first time, but not in any subsequent tables. The commands for starting positions, however, if already familiar, are not described even with a new exercise. The commands for starting positions, or preliminary movements which are not to be repeated, are placed in brackets to distinguish them from the commands for the essential part of the exercise which is to be repeated three or four times. Take, for instance, *Arm flinging* (Arms across bend) in Table 3 of Series A. The command is given as (Arms across—bend), Arms—fling, Arms—bend. (Attention.) "Arms across—bend" and "Attention" are each to be commanded once only, the former at the beginning, the latter at the end of the exercise, whereas "Arms—fling, Arms—bend," are to be repeated several consecutive times.

**Order of Exercises.**

The exercises in the tables are arranged, and the groups numbered, in the order described in the Chapter on the Order and Progression of movements (see p. 43) as follows:

1. Introductory and breathing exercises.
2. Trunk bending backward and forward.
3. Arm bending and stretching.
5. Shoulder-blade exercises.
6. Trunk turning and bending sideways.
7. Marching, running, jumping, games, etc.
8. Slow leg or arm exercises.

As far as practicable, every lesson should include exercises from each of the above groups, but in very short lessons it is evident that
this will not be possible, though even in such lessons due proportion should be maintained. If each exercise is given some three or four times it will be found that the Table can be easily worked through in the usual period of, say, 20 minutes.

The Order movements which are necessary in every case at the commencement of each lesson have not been specifically mentioned, but particulars of them will be found in the Chapter on Class Arrangements (see p. 37).

In the last 12 Tables of Series C provision has been made for Abdominal exercises proper after the Shoulder-blade exercises, and these may be taught wherever the conditions are suitable.

Method of Using the Tables.

One reason for providing Tables is to ensure a gradual but steady and continuous progression in the teaching of physical exercises throughout the whole school life. Full opportunity must be given for thoroughly mastering every movement, but at the same time the teacher must carefully guard against allowing the lesson to become monotonous. It is suggested that the Tables may be used in the following manner:—Table 1 (A) must be learned as it stands, and as the children will be for the most part beginners, this may occupy five or six lessons. In about the 7th lesson, one exercise from Table 2 may be substituted for the corresponding exercise in Table 1; in the 8th lesson, a second or third may be substituted; and in the 9th a further change should be made. Table 2 will thus gradually replace Table 1. By a similar process Table 3 will in turn replace Table 2, and so forth. In this way no two lessons need ever be exactly alike and monotony will be avoided. It will also be easy to spend as much or as little time as is considered desirable in practising individual exercises. This method will be found, on the whole, to be more satisfactory than the alternative plan of teaching each table for a number of lessons and then passing abruptly to the next table.

N.B.—It is, of course, necessary in using these or any other Tables of Exercises, which are to be applied to a number of children varying in strength and physique, that the teacher should recognize the great importance of not overstraining any child. Careful watch should be kept to see that undue fatigue is avoided. A sufficient amount of rest and variety of exercise should, therefore, be allowed in all cases.

Never repeat a movement or series of movements more than four times in the same lesson.
NOTES ON THE TABLES IN SERIES A.

(For children aged 7—9 years.)

This Series contains the first set of 24 Tables; Nos. 1—12 may be used in Standard I and Tables 13—24 in Standard II.

Order movements, as described in Chapter V, p. 37, must always precede the Introductory exercises. The time devoted to these should be as short as practicable.

Breathing exercises (see Chapter IV, p. 35) may be given if required after any movement as well as at the beginning and end of the lesson.

Marching exercises (see p. 29) may occasionally be taken in the Introductory group instead of the foot movements, to give greater variety. Any marching exercise with which the class is already familiar may be taken in Group 7, and running and jumping exercises in the same group may be varied as desired. A game should also be given for a few minutes towards the end of each lesson. This is perhaps especially valuable in teaching boys. Some examples of suitable games and skipping exercises are given in the Appendix and the teacher may vary, or add to, these as he considers desirable. With the exception of marching, it is not intended that all the exercises set out, in Group 7, in this or any Series, shall necessarily be taken in one and the same lesson. The selection and variation may be left largely to the discretion and initiative of the teacher.

Stand easy or sit down must be commanded sufficiently often between the exercises to prevent fatigue.
**TABLE I.**

<table>
<thead>
<tr>
<th>EXERCISES</th>
<th>COMMANDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Feet closing and opening.</td>
<td>b. (Hips—firm.) Feet—close.</td>
</tr>
<tr>
<td>(Hips firm.)</td>
<td>Feet—open.</td>
</tr>
<tr>
<td>(Attention.)</td>
<td>(Attention.)</td>
</tr>
<tr>
<td>c. Arm bending upward.</td>
<td>c. Arms upward—bend.</td>
</tr>
<tr>
<td></td>
<td>Arms downward—stretch.</td>
</tr>
<tr>
<td>d. Reathing. (Hips firm.)</td>
<td>d. (Hips—firm.) Breathe—in.</td>
</tr>
<tr>
<td></td>
<td>Breathe—out. (Attention.)</td>
</tr>
<tr>
<td></td>
<td>[or Breathe—commence.]</td>
</tr>
<tr>
<td>2. Head bending backward.</td>
<td>(Hips—firm.) Head backward—bend.</td>
</tr>
<tr>
<td>(Hips firm.)</td>
<td>Head upward—stretch.</td>
</tr>
<tr>
<td>(Attention.)</td>
<td>(Arms upward—bend.)</td>
</tr>
<tr>
<td></td>
<td>Arms sideways—stretch.</td>
</tr>
<tr>
<td></td>
<td>Arms—bend.</td>
</tr>
<tr>
<td></td>
<td>(Arms downward—stretch.)</td>
</tr>
<tr>
<td>3. Arm stretching sideways.</td>
<td>(Hips—firm.) Heels—raise.</td>
</tr>
<tr>
<td></td>
<td>Heels—lower. (Attention.).</td>
</tr>
<tr>
<td></td>
<td>Arms across—bend. Attention.</td>
</tr>
<tr>
<td>4. Heel raising. (Hips firm.)</td>
<td>(Hips—firm.) Trunk to the left</td>
</tr>
<tr>
<td></td>
<td>(right)—turn. Trunk forward—</td>
</tr>
<tr>
<td></td>
<td>turn. (Attention.)</td>
</tr>
<tr>
<td></td>
<td>a. Forward—march.</td>
</tr>
<tr>
<td>5. “Arm bending across. (Fig. 46.)</td>
<td>Class—halt, 1, 2.</td>
</tr>
<tr>
<td></td>
<td>b. Forward—run.</td>
</tr>
<tr>
<td></td>
<td>Class—halt, 1, 2, 3, 4.</td>
</tr>
<tr>
<td></td>
<td>(Arms forward—raise.)</td>
</tr>
<tr>
<td></td>
<td>Arm parting by numbers—1, 2.</td>
</tr>
<tr>
<td>6. Trunk turning. (Hips firm.)</td>
<td>(Arms downward—lower.)</td>
</tr>
<tr>
<td></td>
<td>With deep breathing.</td>
</tr>
<tr>
<td></td>
<td>Arms sideways—raise.</td>
</tr>
<tr>
<td></td>
<td>Arms downward—lower.</td>
</tr>
</tbody>
</table>

*Note.—An asterisk is attached to the Exercise illustrated in each Table.*
<table>
<thead>
<tr>
<th>EXERCISES</th>
<th>COMMANDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a. Breathing. Arm raising side-ways.</td>
<td>b. (Hips—firm.)</td>
</tr>
<tr>
<td></td>
<td>Feet astride—place, 1, 2.</td>
</tr>
<tr>
<td></td>
<td>Feet together—place, 1, 2.</td>
</tr>
<tr>
<td></td>
<td>(Attention.)</td>
</tr>
<tr>
<td>b. Feet astride placing. (Hips firm.)</td>
<td>(Hips—firm. Feet astride—place.)</td>
</tr>
<tr>
<td></td>
<td>Trunk forward—bend.</td>
</tr>
<tr>
<td>c. Head bending backward. (Hips firm.)</td>
<td>Trunk upward—stretch.</td>
</tr>
<tr>
<td></td>
<td>(Feet together—place. Attention.)</td>
</tr>
<tr>
<td>2. *Trunk bending forward. (Feet astride, hips firm.) (Fig. 47.)</td>
<td>(Arms upward—bend.)</td>
</tr>
<tr>
<td></td>
<td>Arms upward—stretch.</td>
</tr>
<tr>
<td></td>
<td>Arms—bend.</td>
</tr>
<tr>
<td></td>
<td>(Arms downward—stretch.)</td>
</tr>
<tr>
<td>3. Arm stretching upward.</td>
<td>(Hips—firm.)</td>
</tr>
<tr>
<td></td>
<td>Heels—raise, Knees—bend.</td>
</tr>
<tr>
<td></td>
<td>Knees—stretch, Heels—lower.</td>
</tr>
<tr>
<td></td>
<td>(Attention.)</td>
</tr>
<tr>
<td>4. Heel raising and knee bending. (Hips firm.)</td>
<td>(Arms forward—raise.) Arm parting by numbers—1, 2.</td>
</tr>
<tr>
<td></td>
<td>(Arms downward—lower.)</td>
</tr>
<tr>
<td>5. Arm raising forward and parting.</td>
<td>b. (Heels—raise.)</td>
</tr>
<tr>
<td></td>
<td>Astride jumping—begin, 1, 2.</td>
</tr>
<tr>
<td></td>
<td>Class—halt, 1, 2.</td>
</tr>
<tr>
<td></td>
<td>(Heels—lower.)</td>
</tr>
<tr>
<td>6. Trunk turning. (Hips firm.)</td>
<td></td>
</tr>
<tr>
<td>7. a. Marching.</td>
<td></td>
</tr>
<tr>
<td>b. Astride jumping. (Hips firm) or Game.</td>
<td></td>
</tr>
<tr>
<td>8. Arm parting (slowly).</td>
<td></td>
</tr>
<tr>
<td>9. Breathing. (Hips firm.)</td>
<td></td>
</tr>
</tbody>
</table>
**TABLE 3.**

<table>
<thead>
<tr>
<th>EXERCISES</th>
<th>COMMANDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>a.</strong> Head bending backward.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>c.</strong> Alternate toe raising, right (left)</td>
</tr>
<tr>
<td><strong>b.</strong> Breathing. Arm raising forward and</td>
<td>foot—<strong>begin,</strong> 1, 2, 1, 2.</td>
</tr>
<tr>
<td>parting.</td>
<td>(On 1, the right toe is raised; on 2, the</td>
</tr>
<tr>
<td><strong>c.</strong> Alternate toe raising. (Hips firm.)</td>
<td>right toe is lowered and the left toe</td>
</tr>
<tr>
<td></td>
<td>simultaneously raised.)</td>
</tr>
<tr>
<td>2. Trunk bending backward. Trunk bending</td>
<td><strong>Class—</strong> <strong>halt,</strong> 1, 2.</td>
</tr>
<tr>
<td>forward. (Feet astride, Hips firm.)</td>
<td><strong>Trunk backward—</strong> <strong>bend.</strong> Trunk upward—</td>
</tr>
<tr>
<td></td>
<td><strong>stretch.</strong> Trunk forward— <strong>bend.</strong> Trunk</td>
</tr>
<tr>
<td></td>
<td><strong>upward—</strong> <strong>stretch.</strong></td>
</tr>
<tr>
<td>3. Arm stretching sideways and upward.</td>
<td>(Arms upward— <strong>bend.</strong>) Arms sideways—</td>
</tr>
<tr>
<td></td>
<td><strong>stretch.</strong> Arms— <strong>bend.</strong> Arms upward—</td>
</tr>
<tr>
<td></td>
<td><strong>stretch.</strong> Arms — <strong>bend.</strong> (Arms downward—</td>
</tr>
<tr>
<td></td>
<td><strong>stretch.</strong>)</td>
</tr>
<tr>
<td>4. <strong>a.</strong> Marching.</td>
<td></td>
</tr>
<tr>
<td><strong>b.</strong> Marching on the toes.</td>
<td><strong>Arms sideways—</strong> <strong>raise.</strong> Arms downward—</td>
</tr>
<tr>
<td><strong>c.</strong> Game.</td>
<td><strong>lower.</strong></td>
</tr>
<tr>
<td>5. Arm raising sideways.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Trunk to the left (right)—</strong> <strong>bend.</strong></td>
</tr>
<tr>
<td>6. Trunk bending sideways. (Feet astride,</td>
<td><strong>Trunk upward—</strong> <strong>stretch.</strong></td>
</tr>
<tr>
<td>hips firm.)</td>
<td><strong>b.</strong> Heels— <strong>raise.</strong> Forward— <strong>march.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Class—</strong> <strong>halt,</strong> 1, 2, 3.</td>
</tr>
<tr>
<td></td>
<td>(On 2, the feet are brought together and on 3,</td>
</tr>
<tr>
<td></td>
<td>the heels are lowered.)</td>
</tr>
<tr>
<td>7. <strong>a.</strong> Arm parting (slowly).</td>
<td></td>
</tr>
<tr>
<td>8. Breathing. (Hips firm.)</td>
<td></td>
</tr>
</tbody>
</table>
## TABLE 4.

<table>
<thead>
<tr>
<th>EXERCISES</th>
<th>COMMANDS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TABLE</strong></td>
<td><strong>SERIES A.</strong></td>
</tr>
<tr>
<td>1. a. Breathing. (Hands on chest.)</td>
<td>a. (Hands on chest—place.)</td>
</tr>
<tr>
<td></td>
<td>Breathe—<em>in.</em></td>
</tr>
<tr>
<td></td>
<td>Breathe—<em>out.</em></td>
</tr>
<tr>
<td></td>
<td>(Attention.)</td>
</tr>
<tr>
<td></td>
<td>b. With feet astride, arms sideways—stretch, 1, 2.</td>
</tr>
<tr>
<td></td>
<td>(On 1, the left foot is moved to the side and the arms are bent upwards. On 2, the right foot is moved to the side and the arms are stretched sideways.)</td>
</tr>
<tr>
<td></td>
<td>Feet and arms in position—place, 1, 2</td>
</tr>
<tr>
<td></td>
<td>(On 1, the left foot is brought back, and the arms bent. On 2, the right foot is brought back and the arms stretched downward.)</td>
</tr>
<tr>
<td></td>
<td>(Arms upward—<em>bend.</em>)</td>
</tr>
<tr>
<td></td>
<td>Arms forward—stretch.</td>
</tr>
<tr>
<td></td>
<td>Arms—<em>bend.</em></td>
</tr>
<tr>
<td></td>
<td>(Arms downward—<em>stretch.</em>)</td>
</tr>
<tr>
<td>e. Neck rest.</td>
<td>Arm turning outward and inward by numbers—1, 2.</td>
</tr>
<tr>
<td></td>
<td>(On 1, the arms are turned until the palms are directed outward; on 2, the arms are turned inward, and take the position of attention.)</td>
</tr>
<tr>
<td>2. Trunk bending forward. (Feet astride, hips firm.)</td>
<td>b. First skipping exercise, ready—<em>go.</em></td>
</tr>
<tr>
<td></td>
<td>Halt.</td>
</tr>
<tr>
<td></td>
<td>(On the word “ready,” the arms are extended to the sideways stretch position. On “go,” the skipping is commenced.)</td>
</tr>
<tr>
<td>3. Arm stretching forward.</td>
<td><em>See Appendix.</em></td>
</tr>
<tr>
<td></td>
<td>4. Heel raising and knee bending. (Hips firm.)</td>
</tr>
<tr>
<td></td>
<td>5. Arm turning outward and inward.</td>
</tr>
<tr>
<td></td>
<td>6. Trunk turning. (Hips firm.)</td>
</tr>
<tr>
<td></td>
<td>7. a. Marching.</td>
</tr>
<tr>
<td></td>
<td>b. First skipping exercise.†</td>
</tr>
<tr>
<td></td>
<td>c. Game.</td>
</tr>
<tr>
<td></td>
<td>8. Arm raising sideways (slowly).</td>
</tr>
</tbody>
</table>

† See Appendix.
TABLE 5.

EXERCISES.

1. *a. Head bending backward, head bending forward. (Hips firm.) (Fig. 49.)
   b. Alternate heel raising. (Hips firm.)
   c. Breathing, arm raising sideways.

2. Trunk bending backward. Trunk bending forward. (Feet astride, arms bend.)

3 Arm stretching sideways and downward.

4. Heel raising.

5. Arm flinging. (Arms across bend.)

6. Trunk bending sideways. (Hips firm.)

7. a. Marching.
   b. Preparation for jumping. (Hips firm.)
   c. Game.

8. Arm raising forward (slowly).

9. Breathing. (Hips firm.)

COMMANDS.

   b. Alternate heel raising, right (left) foot—begin, 1, 2.
   Class—halt, 1, 2.
   (This exercise is similar to alternate toe raising, but the heels are raised instead of the toes, the knee being slightly bent as the heel is raised.)

Arms sideways—stretch, 1, 2.
Arms downward—stretch, 1, 2.
(On 1, the arms are bent upward; on 2, they are stretched sideways. The return movement is performed in the same way.

Arms—fling. Arms—bend.
Attention.

b. Prepare to jump—1, 2, 3, 4.
   (This exercise is heel raising and knee bending taken quickly and consecutively. On 1, the heels are raised; on 2, the knees are bent; on 3, the knees are stretched; on 4, the heels are lowered.)
### TABLE 6.

<table>
<thead>
<tr>
<th>EXERCISES</th>
<th>COMMANDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Hips firm and neck rest.</td>
<td>c. With feet astride, arms upward—stretch, 1, 2. Feet and arms in position—place, 1, 2.</td>
</tr>
<tr>
<td>c. *Feet astride placing with arm stretching upward. (Fig. 50.)</td>
<td>Arms forward—stretch, 1, 2.</td>
</tr>
<tr>
<td>2. Trunk bending forward. (Arms bend.)</td>
<td>Arms downward—stretch, 1, 2.</td>
</tr>
<tr>
<td>3. Arm stretching forward and downward.</td>
<td>Arms turning outward and inward by numbers—1, 2.</td>
</tr>
<tr>
<td>4. Heel raising and knee bending. (Arms bend.)</td>
<td></td>
</tr>
<tr>
<td>5. Arm turning outward and inward.</td>
<td>b. Running on the spot, left (right) foot—begin. Class—halt, 1, 2, 3, 4.</td>
</tr>
<tr>
<td>6. Trunk turning. (Hips firm, feet close.)</td>
<td></td>
</tr>
<tr>
<td>7. a. Marching.</td>
<td></td>
</tr>
<tr>
<td>b. Running on the spot. (Hips firm.) <em>Or,</em> astride jumping. (Hips firm.)</td>
<td></td>
</tr>
<tr>
<td>8. Arm raising sideways (slowly).</td>
<td></td>
</tr>
<tr>
<td>9. Breathing. (Hands on chest.)</td>
<td></td>
</tr>
</tbody>
</table>
### EXERCISES.

1. **a. Head turning.** (Hips firm.)
   - Breathing. Arm raising sideways.
   - Alternate toe raising. (Hips firm.)

2. Trunk bending forward. Trunk bending backward. (Feet astride, hips firm.)

3. Arm stretching upward and downward.

4. Heel raising. (Feet close, hips firm.)

5. Arm raising forward and upward.

6. *Trunk bending sideways. (Arms bend.) (Fig. 51.)

7. **a. Marching.**
   - Marching in twos and fours.
   - Running or Game.

8. Arm raising sideways (slowly).

9. Breathing. (Hips firm.)

### COMMANDS.

- **a. Head to the left (right)—** turn.
  - Head forward—turn.

- **Arms upward—** stretch, 1, 2.
  - Arms downward—stretch, 1, 2.

- **Arms forward and upward—** raise.
  - Arms forward and downward—lower.

- **b. One to the right, one to the left forward—** march.
  - Centre—twos.
  - Two to the right, two to the left—divide.
  - Centre—fours.
  - Two to the right, two to the left—divide.
  - Centre—twos.
  - To the right (left) in one line, forward—march.
### TABLE 8.

**EXERCISES.**

1. *a.* Marking Time. (Hips firm.)
   Marching.

   *b.* Head bending backward. (Arms bend.)

   *c.* Breathing. Arm raising forward and parting.

2. *Trunk bending backward.* Trunk bending forward. (Feet astride, arms bend.) (Fig. 52.)

3. Arm stretching sideways, upward and downward.

4. Heel raising, and knee bending. (Arms bend.)

5. Arm raising forward and upward, lowering sideways and downward.

6. *a.* Trunk turning. (Arms bend.)

   *b.* Trunk bending sideways. (Feet astride, hips firm.)

7. *a.* Game.

   *b.* Astride jumping or skipping (Hips firm.)

8. Arm raising forward (slowly).


---

**COMMANDS.**

*a.* Mark—time (left, right.)
(Class—halt, 1, 2.)

Arms sideways—stretch, 1, 2.
Arms upward—stretch, 1, 2.
Arms downward—stretch, 1, 2.

Arms forward and upward—raise.
Arms sideways and downward—lower.
**TABLE 9.**

<table>
<thead>
<tr>
<th>EXERCISES</th>
<th>COMMANDS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Trunk forward and upward—stretch.</td>
</tr>
<tr>
<td>1. <em>b.</em> Hips firm and neck rest.</td>
<td></td>
</tr>
<tr>
<td>1. <em>c.</em> Feet closing and opening. (Hips firm.)</td>
<td></td>
</tr>
<tr>
<td>2. <em>a.</em> Trunk bending forward. (Feet astride, hips firm.)</td>
<td></td>
</tr>
<tr>
<td>2. <em>b.</em> Trunk bending forward and downward. (Feet astride, arms upward stretch.)</td>
<td></td>
</tr>
<tr>
<td>3. *Arm stretching sideways, forward and downward. (Fig. 53.)</td>
<td></td>
</tr>
<tr>
<td>4. Heel raising. (Arms bend.)</td>
<td></td>
</tr>
<tr>
<td>5. Arm flinging. (Arms across bend.)</td>
<td></td>
</tr>
<tr>
<td>6. Trunk turning. (Feet astride, hips firm.)</td>
<td></td>
</tr>
<tr>
<td>7. <em>a.</em> Marching.</td>
<td></td>
</tr>
<tr>
<td>7. <em>b.</em> Preparation for jumping.</td>
<td></td>
</tr>
<tr>
<td>7. <em>c.</em> Game or Skipping.</td>
<td></td>
</tr>
<tr>
<td>8. Arm raising forward (slowly).</td>
<td></td>
</tr>
</tbody>
</table>
### Table 10. Exercises

1. **a.** Breathing. Arm raising forward and upward, lowering sideways and downward.

   **b.** Head bending forward and backward.

   **c.** Alternate hips firm and neck rest.

2. Trunk bending backward. Trunk bending forward. (Hips firm.)

3. *Arm stretching sideways, forward, upward and downward. (Fig. 54.)*

4. Heel raising and knee bending. (Arms bend.)

5. Arm raising forward and swinging sideways.

6. Trunk bending sideways. (Hips firm.)

7. **a.** Marching in twos and fours.

   **b.** Running Game, or marching on the toes.

8. Arm raising sideways and upward (slowly).

9. Breathing. (Hips firm.)

### Commands

1. **a.** With deep breathing, Arms forward and upward—*raise.*

   Arms sideways and downward—*lower.*

   **c.** Hips—*firm.* Neck—*rest.*

   (Attention.)

2. (Arms forward—*raise.*) Arms sideways—*swing.* Arms forward—*swing.* (Arms downward—*lower.*)

---

**Plate VII.**
### TABLE II.

<table>
<thead>
<tr>
<th>No.</th>
<th>Exercises</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>b. Hips firm and neck rest.</td>
</tr>
<tr>
<td></td>
<td>c. Feet astride placing with hips firm.</td>
</tr>
<tr>
<td>2.</td>
<td>a. Trunk bending backward. (Arms bend.)</td>
</tr>
<tr>
<td></td>
<td>b. Trunk bending forward and downward. (Feet astride, arms upward stretch.)</td>
</tr>
<tr>
<td>3.</td>
<td>Arm stretching forward and sideways.</td>
</tr>
<tr>
<td>4.</td>
<td>Heel raising. (Neck rest.)</td>
</tr>
<tr>
<td>5.</td>
<td>Arm flinging. (Arms across bend.)</td>
</tr>
<tr>
<td>6.</td>
<td>*Trunk turning. (Feet astride, hips firm.) (Fig. 55.)</td>
</tr>
<tr>
<td></td>
<td>b. Upward jump. (Hips firm.)</td>
</tr>
<tr>
<td></td>
<td>c. Game.</td>
</tr>
<tr>
<td>8.</td>
<td>Arm raising sideways and upward (slowly).</td>
</tr>
<tr>
<td>9.</td>
<td>Breathing. (Hands on chest.)</td>
</tr>
</tbody>
</table>

### COMMANDS.

<table>
<thead>
<tr>
<th>No.</th>
<th>Commands</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td><strong>Upward</strong>—jump, 1, 2, (3, 4), 5, 6. (On 1 and 2, the heels are raised and the knees bent; on (3, 4) the jump is made; on 5 and 6, the knees are stretched and the heels lowered.)</td>
</tr>
<tr>
<td>TABLE 12. EXERCISES.</td>
<td>COMMANDS.</td>
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<tr>
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</tr>
<tr>
<td><strong>1.</strong> <em>a.</em> Head turning. (Hips firm.) (Fig. 56.)</td>
<td>Right foot sideways—place. Recover—place.</td>
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<tr>
<td>2. Trunk bending forward. (Arms bend.)</td>
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<tr>
<td>3. Arm stretching upward and downward.</td>
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<tr>
<td>4. Heel raising. Alternate hips firm and neck rest. (Hips firm.)</td>
<td>Arms upward and downward—stretch, 1, 2, 3, 4.</td>
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<td></td>
<td>Hips—firm. Heels—lower.</td>
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<tr>
<td>6. <em>a.</em> Trunk turning. (Arms bend.)</td>
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<tr>
<td>7. <em>a.</em> Marching.</td>
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<tr>
<td>8. Arm raising sideways and upward (slowly.)</td>
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<tr>
<td>9. Breathing. (Hips firm.)</td>
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</tbody>
</table>
**TABLE 13.**

<table>
<thead>
<tr>
<th>EXERCISES</th>
<th>COMMANDS</th>
</tr>
</thead>
</table>
| **1.** a. Breathing. (Hands on chest.) | b. With feet close, neck—rest.  
With feet open, hips—firm. |
| *b. Alternate neck rest, hips firm, with feet closing and opening.  
(Fig 57.) | |
| c. Alternate heel raising. (Hips firm.) | |
| **2.** a. Head bending backward. (Arms bend.) | |
| — b. Trunk bending forward. (Hips firm.) | |
| **3.** Arm stretching sideways. Hand closing and opening. | (Arms sideways—stretch, 1, 2.)  
Hips—close.  
Hands—open.  
(Arms downwards—stretch, 1, 2.)  
Heels—raise.  
Head to the left (or right)—turn.  
Head forward—turn.  
Heels—lower. |
| **4.** Heel raising. Head turning.  
(Hips firm.) | |
| **5.** Arm raising forward and swinging sideways. | b. Slow march left (right) foot—begin,  
1, 2, 3, 4.  
(On 1, the left foot is moved forward and the toe touches the ground; on 2, the left heel is lowered. On 3 and 4, these movements are repeated with the right foot.)  
Class—halt, 1, 2.  
(On 1, an ordinary marching step is taken with the left foot; on 2, the right foot is brought forward to Attention.) |
| **6.** Trunk bending sideways. (Feet close, hips firm.) | |
| **7.** a. Marching. | |
| b. Slow march. | |
| c. Game or jumping. | |
| **8.** Foot placing forward. (Slow. Hips firm.) | |
| **9.** Breathing. Arm raising forward and upward, lowering sideways and downward. | |
TABLE 14.

**EXERCISES.**

1. *a.* Head bending forward. (Feet close, hips firm.)
   
   *b.* Breathing. Arm raising forward and parting.
   
   *c.* Foot placing outward. (Hips firm.)

2. *a.* Trunk bending backward. (Arms bend.)
   
   *b* Trunk bending forward and downward. (Feet astride, arms upward stretch.) (Fig. 58.)

3. Alternate arm stretching upward and downward.

4. Heel raising. (Feet astride, arms bend.)

5. Arm raising forward and upward, swinging downward and backward.

6. Trunk turning. (Feet astride, arms bend.)

7. *a.* Marching.
   
   *b.* Running or skipping or jumping.

8. Foot placing forward. (Slow. Neck rest.)

9. Breathing. (Hips firm.)

**COMMANDS.**

1. *c.* Feet full—open.
   
   Left (right) foot, outward—place.
   
   Recover—place.

   (Arms upward—bend.)
   
   Right arm upward, left arm downward—stretch.
   
   Arms—bend.
   
   Left arm upward, right arm downward—stretch.

   Arms forward and upward—raise.
   
   Arms downward and backward—swing.
<table>
<thead>
<tr>
<th>EXERCISES</th>
<th>COMMANDS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> <em>a.</em> Foot placing outward. (Hips firm.) (Fig. 59.)</td>
<td></td>
</tr>
<tr>
<td>b. Head turning. (Arms bend.)</td>
<td></td>
</tr>
<tr>
<td>2. Trunk bending backward. Trunk bending forward. (Feet astride. Arms across bend.)</td>
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<tr>
<td>3. Arm stretching upward, downward, forward and sideways.</td>
<td></td>
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<tr>
<td>4. Heel raising, knee bending. (Neck rest.)</td>
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<tr>
<td>5. Arm flinging. (Arms across bend.)</td>
<td></td>
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<tr>
<td>6. Trunk bending sideways. (Feet close, arms bend.)</td>
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<tr>
<td><strong>7.</strong> <em>a.</em> Marching. Running.</td>
<td></td>
</tr>
<tr>
<td>b. Upward jump <em>twice.</em> (Hips firm.)</td>
<td></td>
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<tr>
<td>c. Game.</td>
<td></td>
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<tr>
<td>8. Foot placing forward. (Slow. Neck rest.)</td>
<td></td>
</tr>
<tr>
<td>9. Breathing. (Hands on chest.)</td>
<td></td>
</tr>
</tbody>
</table>

**Arms upward** — *stretch*, 1, 2.  
**Arms downward** — *stretch*, 1, 2.  
**Arms forward** — *stretch*, 1, 2.  
**Arms sideways** — *stretch*, 1, 2.  

**b.** Twice upward — *jump*, 1, 2, (3, 4), (5, 6), 7, 8.  
(The first jump is taken on 3 and 4, the second on 5 and 6.)
## TABLE 16.

### EXERCISES.

1. **a.** Breathing. Arm raising forward and upward, lowering sideways and downward.

   b. Feet closing and opening. (Arms bend.)

   c. Head bending backward. (Hips firm.)

2. *Trunk bending forward.* (Feet close, arms bend.) (Fig. 60.)

3. Alternate arm stretching upward and downward.


5. Arm raising forward and upward, swinging downward and backward.

6. Trunk turning. (Feet close, arms bend.)

7. **a.** Marching. Running.

   b. Change of step marching.

   c. Game.

8. Foot placing outward. (Slow. Neck rest.)

9. Breathing. (Hips firm.)

### COMMANDS.

(Heels and arms sideways—raise.)
Hand closing and opening by numbers.
—1, 2.
(Heels and arms downward—lower.)

b. With change of step forward—march.
Class—halt, 1, 2.
### EXERCISES.

1. **a.** Marking time with knee raising.
   - Marching.

   **b.** Breathing. Arm raising forward and parting.

   **c.** Head bending backward and forward.

2. **a.** Trunk bending forward. (Feet astride, hips firm.)

   **b.** Trunk bending forward and downward. (Feet astride, arms upward stretch.)

3. Arm stretching sideways and downward.

4. Heel raising. (Foot outward place, hips firm.)

5 Arm raising forward and swinging sideways.

6. * Trunk bending sideways. (Right hand hip firm, left hand neck rest.) (Fig. 6t.)

### COMMANDS.

**With knee raising, mark—time.**

**Class—halt, 1, 2.**

**Arms sideways and downward—stretch, 1, 2, 3, 4.**

(Hips—firm Feet full—open. Right (left) foot outward—place.
Heels—raise. Heels—lower.
(Recover—place. Attention.)

**Trunk to the right—bend.**

**Trunk upward—stretch.**

**Arms—change.**

**Trunk to the left—bend.**

**Trunk upward—stretch.**

**Arms—change.**

(In all trunk movements taken from this position of the arms, the trunk is bent, or turned, towards the arm which is lower, that is in the Hip firm position.)

**b.** (The children may jump one, two three or four abreast. * For little children the rope should only be raised a few inches from the floor.)

7. **a.** Skipping or game.

   **b.** Jumping over a rope.

8. Foot placing outward. (Slow. Neck rest.)

## TABLE 18.

<table>
<thead>
<tr>
<th>EXERCISES</th>
<th>COMMANDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Head Turning.</strong> (Arms bend.)</td>
<td>[Feet full—open.]</td>
</tr>
<tr>
<td><strong>b.</strong> Breathing. (Hands on chest.)</td>
<td>Right (left) foot forward—place.</td>
</tr>
<tr>
<td><strong>c.</strong> Foot placing forward. (Hips firm.)</td>
<td>Recover—place.</td>
</tr>
<tr>
<td>(Fig. 62.)</td>
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<tr>
<td>2. Trunk bending backward. Trunk bending forward. (Feet astride, arms across bend.)</td>
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<tr>
<td>3. Arm stretching upward and downward. Hand closing and opening.</td>
<td>(Arms upward—stretch, 1, 2.)</td>
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<tr>
<td></td>
<td>Hands—close. Hands—open.</td>
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<tr>
<td></td>
<td>(Arms downward—stretch, 1, 2.)</td>
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<tr>
<td>4. Heel raising and knee bending. Alternate hips firm and arms upward bend.</td>
<td>(Hips—firm.)</td>
</tr>
<tr>
<td></td>
<td>Arms—bend. Hips—firm.</td>
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<tr>
<td></td>
<td>Knees—stretch.</td>
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<td></td>
<td>Heels—lower. (Attention.)</td>
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<tr>
<td>5. Arm flinging. (Arms across bend.)</td>
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<tr>
<td>6. <strong>a.</strong> Trunk turning. (Feet astride, arms bend.)</td>
<td></td>
</tr>
<tr>
<td><strong>b.</strong> Trunk bending sideways. (Feet astride, hips firm.)</td>
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<tr>
<td>7. <strong>a.</strong> Marching.</td>
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<tr>
<td><strong>b.</strong> Upward jump, or game.</td>
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<tr>
<td>8. Foot placing outward. (Slow. Neck rest.)</td>
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</tbody>
</table>

**PLATE VIII.**
**TABLE 19.**

**EXERCISES.**

1. *a.* Alternate hips firm, neck rest, with feet closing and opening.
   
   *b.* Breathing. (Hips firm.)
   
   *c.* Arm turning outward and inward.

2. *a.* Trunk bending backward.
   
   *(Arms bend.)*
   
   *b.* Trunk bending forward and downward. (Feet astride, arms upward stretch.)

3. Arm stretching forward and downward.

4. Heel raising. (Feet astride, neck rest.)

5. Arm raising forward and upward, swinging forward and sideways.

6. Trunk turning. *(Arms across bend.)*

   
   *b.* Change of step. Marching. *(Fig. 63.)*
   
   *c.* Skipping or game.

8. Foot placing sideways. *(Slow. Hips firm.)*


**COMMANDS.**

*Arms forward and downward—stretch,*  
1, 2, 3, 4.

*(Arms forward and upward—raise.)*

*Arms forward and sideways—swing.*

*(Arms forward and upward—swing.)*

*(Arms forward and downward—lower.)*
### TABLE 20.

<table>
<thead>
<tr>
<th><strong>EXERCISES.</strong></th>
<th><strong>COMMANDS.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>a.</strong> Head bending backward. (Hips firm.)</td>
<td>b. (Hands on hips—<em>place.</em>)</td>
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<tr>
<td>b. Feet astride placing with arm stretching sideways.</td>
<td>Hop march, with knee raising—<em>begin.</em></td>
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<tr>
<td>c. Breathing. (Hands on chest.)</td>
<td><strong>Class—halt, 1, 2.</strong></td>
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<tr>
<td>2. Trunk bending backward. Trunk bending forward. (Arms bend.)</td>
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<tr>
<td>3. Alternate arm stretching upward and downward.</td>
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<tr>
<td>4. Heel raising and knee bending. (Arms across bend.)</td>
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<td>5. Arm flinging. (Arms across bend.)</td>
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<tr>
<td>6. Trunk bending sideways. (Feet astride, hips firm.)</td>
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<tr>
<td>7. <strong>a.</strong> Marching.</td>
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<tr>
<td><em>b.</em>* Hop march with knee raising. (Hands on hips.) (Fig. 64,)</td>
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<tr>
<td>c. Jumping or game.</td>
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<tr>
<td>8. Foot placing sideways. (Slow. Hips firm.)</td>
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</tbody>
</table>
### EXERCISES.

1. **a.** Alternate toe raising. (Hips firm.)
   
   **b.** Marking time. Marching.

2. **a.** Trunk bending forward. (Feet close, hips firm.)
   
   **b.** Trunk bending forward and downward. (Feet astride, arms upward stretch.)

3. **Arm stretching upward and downward, twice.**

4. **Heel raising and knee bending.**
   
   Arm stretching sideways, *once.* (Arms bend) (Fig. 65.)

5. **Arm raising forward and upward, swinging downward and backward.**

6. **a.** Trunk turning. (Feet close, hips firm.)
   
   **b.** Trunk bending sideways. (Hips firm.)

7. **a.** Skipping or game.
   
   **b.** Astride jumping.

   Foot placing sideways. (Slow. Hips firm.)

9. **Breathing. (Attention.)**

### COMMANDS.

**c.** With deep breathing, arms sideways and upward—*raise.* Arms sideways and downward—*lower.*

**Arms upward—stretch. 1, 2. Repeat —1, 2.**

**Arms downward—stretch, 1, 2. Repeat —1, 2.**

*(Arms upward—*bend.*)—Heels—*raise.*

**Knees—*bend.***

**Arms sideways—stretch.**

**Arms—*bend.* Knees—stretch.**

**Heels—lower.**

**Arms downward—stretch.**

(This exercise must be repeated as a whole, the arms being stretched *once* only while the knees are bent.)
EXERCISES.

1. a. Foot placing forward.  (Hips firm.)
   b. Breathing.  (Hands on chest.)
   c. Head bending backward and forward.  (Hips firm.) (Fig. 66.)

2. Trunk bending backward. Trunk bending forward.  (Feet astride, arms bend.)


4. Heel raising. Alternate arms bend, neck rest.  (Feet astride, arms bend.)

5. Arm raising forward and swinging sideways.

6. Trunk turning.  (Feet astride, arms across bend.)

   b. Marching on the toes.
   c. Running or game.

8. Foot placing backwards.  (Slow. Neck rest.)

9. Breathing.  (Hips firm.)

COMMANDS.

Arms upward—stretch, 1, 2.
   Hands—close.  Hands—open.
Arms sideways—stretch, 1, 2.
   Hands—close.  Hands—open.
   (Arms downward—stretch, 1, 2)

(With feet astride, arms upward—bend, 1, 2.)
Heels—raise.  Neck—rest.
Arms—bend.  Heels—lower.
Feet and arms in position—place, 1, 2.)
## TABLE 23.

### EXERCISES.

1. **a.** Breathing. Arm raising forward and upward, lowering sideways and downward.
   
   **b.** Head turning.
   
   **c.** Foot placing outward. (Hips firm)

2. Trunk bending forward. Trunk bending backward. (Feet astride, arms bend.)

3. Arm stretching upward, forward, sideways and downward.

4. *Heel raising and knee bending. Arm stretching forward, once. (Fig. 67.)*

5. Arm flinging. (Arms across bend, trunk forward bend.)

6. Trunk bending sideways. (Arms across bend.)

7. **a.** Marching.
   
   **b.** Hop march or skipping or game.

8. Foot placing backward. (Slow. Neck rest.)


### COMMANDS.

(Arms across—bend. Trunk forward—bend.)

Arms—fling. Arms—bend.

(Trunk upward—stretch. Attention.)
### EXERCISES.


   b. Head bending backward. (Feet astride. Hips firm.)

   c. Breathing. (Hands on chest.)

2. a. Trunk bending backward. (Feet close, hips firm.)

   b. Trunk bending forward and downward. (Feet astride, arms upward stretch.)

3. Arm stretching forward and sideways (twice).


5. Arm raising forward and upward, swinging downward and backward.

6. Trunk turning. (Right hand hip firm, left hand neck rest.)

7. a. Skipping or game.

   b. Upward jump, twice. (Hips firm.)

8. Foot placing backwards. (Slow. Neck rest.)

9. *Breathing. Arm raising forward and parting. (Fig. 68.)

### COMMANDS.

b. (With feet astride, Hips—firm, 1 2.)
   Head backward—bend.
   Head upward—stretch.
   (Feet and Arms in position—place, 1, 2.)

Arms forward—stretch, 1, 2. Repeat —1, 2.
Arms sideways—stretch, 1, 2. Repeat —1, 2.
(Arms downward—stretch, 1, 2.)

Trunk to the right—turn. Trunk forward—turn. Arms—change.
Trunk to the left—turn. Trunk forward—turn.
NOTES ON THE TABLES IN SERIES B.

(For children aged 9—11 years.)

This Series contains the second set of 24 Tables. Tables 25—36 may be used in Standard III and Tables 37—48 in Standard IV.

Order Movements must be given as in the preceding Tables, but greater precision and smartness of execution should be required.

Breathing Exercises may be varied at the discretion of the teacher, and Marching, Jumping and Running Exercises from Series A may be introduced if desired. Games should also be taken frequently. Skipping exercises are described in the Appendix.

N.B.—Any Tables or Exercises from Series A with which the class is not already familiar should be taught before proceeding with Series B, and the teacher should read the General Introduction to the Tables of Exercises.
**TABLE 25.**

<table>
<thead>
<tr>
<th>EXERCISES</th>
<th>COMMANDS</th>
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</table>

1. **a.** Arm turning outward and inward.
   
   **b.** Breathing. Arm raising sideways.
   
   1. **c.** Foot placing outward. Heel raising. (Hips firm.) (Fig. 69.)

2. Trunk bending backward and forward. (Feet astride, arms bend.)


4. Heel raising and knee bending. Arm stretching upward. (Arms bend.)

5. Arm raising forward and upward, and parting.

6. Trunk bending sideways. (Feet astride, hips firm.)

7. **a.** Marching. Running.
   
   **b.** Change of step marching.
   
   **c.** Game.

8. Arm raising forward and upward. (Slowly.)

   Breathing. (Hands on chest.)

**c. (Feet full—open.)**

- Left (right) foot outward—place.

(Feet change. On 1, the left foot is brought back to position; on 2, the right foot is placed outward.)

(Arms forward and upward—raise.)

- Arms parting by numbers—1, 2.

(Arms forward and downward—lower.)

(On 1, the arms are lowered to the level of the shoulders, with the palms turned upward; on 2, the arms are brought back to the upward raise position.)
TABLE 26.

EXERCISES.

1. **a.** Breathing. Arm raising sideways and upward, lowering sideways and downward.
   
   **b.** Head bending backward and forward. (Hips firm.)
   
   **c.** Foot placing forward. (Hips firm.)

2. **a.** Trunk bending backward. (Feet astride, arms across bend.)
   
   **b.** Trunk bending forward and downward. (Feet astride, arms upward stretch.)

3. **a.** Arm stretching backward and upward. (Fig. 70.)

4. Heel raising. Head turning. (Hips firm)

5. Arm raising forward and parting. (Trunk forward bend.)

6. Trunk turning. (Arms across bend.)

7. **a.** Marching.
   
   **b.** Astride jumping, with arm raising sideways.
   
   **c.** Game.

8. Arm raising forward and upward. (Slowly.)

9. Breathing. (Attention.)

COMMANDS.

**c.** (Right foot forward—place.) Feet change, 1, 2. (Recover—place.)


**b.** Heels—raise. With arm raising sideways, astride jumping—begin, 1, 2. Class—halt, 1, 2. Heels—lower.

(On 1, the feet take the astride position on the toes and the arms are raised to the shoulder line; on 2, the heels come together and the arms are lowered.)
TABLE 27.

<table>
<thead>
<tr>
<th>EXERCISES</th>
<th>COMMANDS</th>
</tr>
</thead>
</table>
| **1.**  
  a. Head turning. (Feet close, arms bend.)  
  b. Foot placing sideways. (Hips firm.)  
  c. Breathing. (Hands on chest.)  
| **b.** (Left foot sideways—place.) Feet change, 1, 2. (Recover—place.) |
| **2.** Trunk bending backward and forward. (Arms bend.)  
| **3.** Alternate arm stretching upward and sideways.  
| **4.** Heel raising and knee bending. Arm stretching sideways, twice. (Arms bend.)  
| **5.** Arm raising forward and upward, swinging forward and sideways.  
| **6.** a. Trunk turning. (Feet close, hips firm.)  
  b. Trunk bending sideways. (Feet astride, arms bend.)  
| **7.** a. Marching.  
  b. Hop march with leg raised backward. (Hands on hips.) (Fig. 71.)  
  c. Game or skipping.  
| **b.** Hop march with leg raised backward—begin.  
  Class—halt, 1, 2.  
| **8.** Arm raising forward and upward. (Slowly.)  
| **9.** Breathing. (Attention,)  

PLATE IX.
<table>
<thead>
<tr>
<th>EXERCISES</th>
<th>COMMANDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a. Foot placing forward. Heel raising. (Hips firm.)</td>
<td>b. With deep breathing, arms outward and inward — turn, 1, 2.</td>
</tr>
<tr>
<td>b. Breathing. Arm turning outward and inward.</td>
<td></td>
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<tr>
<td>2. a. Trunk bending backward. (Hips firm.)</td>
<td></td>
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<tr>
<td>b. Trunk bending forward and downward. (Feet astride, arms upward stretch.)</td>
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<tr>
<td>3. Arm stretching sideways and downward, <em>twice</em>.</td>
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<tr>
<td>4. Heel raising and knee bending. Head turning. (Hips firm.)</td>
<td></td>
</tr>
<tr>
<td>5. Arm flinging. (Arms across bend, trunk forward bend.)</td>
<td></td>
</tr>
<tr>
<td>6. * Trunk turning. Right hand neck rest, left arm bend. (Fig. 72.)</td>
<td></td>
</tr>
<tr>
<td>7. a. Skipping or jumping.</td>
<td></td>
</tr>
<tr>
<td>b. Running or game.</td>
<td></td>
</tr>
<tr>
<td>8. Arm raising forward and upward. (Slowly.)</td>
<td></td>
</tr>
<tr>
<td>9. Breathing. (Hips firm.)</td>
<td></td>
</tr>
<tr>
<td>EXERCISES</td>
<td>COMMANDS</td>
</tr>
<tr>
<td>-----------</td>
<td>----------</td>
</tr>
</tbody>
</table>
| 1. a. Breathing. (Attention.) | b. Right foot sideways—**place**. Feet—**change**, 1, 2.
| *b. Foot placing sideways. (Hips firm.) (Fig. 73.) | **Feet and arms—Attention.** (The last command is given, instead of the two commands, “recover” for the feet and “attention” for the arms; the foot and arms are thus brought back to position in one movement instead of two.) |
| c. Head bending backward. | |
| 2. Trunk bending backward and forward. (Feet astride, arms across bend.) | |
| 4. Heel raising, arm stretching sideways and upward. (Arms bend.) | **Heels—raise.** Arms sideways and upward—**stretch**, 1, 2, 3, 4. **Heels—lower.** |
| 5. Arm raising sideways and upward and parting. | |
| 6. Trunk turning. (Neck rest.) | |
| 7. a. Marching. Running. | b. With arm flinging, upward—**jump**, 1, 2 (3, 4), 5, 6. (The arm flinging is taken with the jump on 3 and 4.) |
| b. Upward jump with arm flinging. (Arms across bend.) | |
### TABLE 30.

#### EXERCISES.

1. **a.** Foot placing forward. (Hips firm.)  
   **b.** Breathing. Arm raising forward and upward, lowering sideways and downward.  
   **c.** Head bending backward and forward. (Hips firm.)

2. **a.** Trunk bending forward. (Arms across bend.)  
   **b.** Trunk bending forward and downward. (Feet astride, arms upward stretch.)

3. Alternate arm stretching upward and forward.

4. **a.** Toe support placing outward. (Hips firm.) (Fig. 74.)  
   **b.** Heel raising and knee bending. Arm stretching sideways, twice. (Arms bend.)

5. Arm raising forward and flinging upward.

6. Trunk bending sideways. (Feet astride, right hand hip firm, left arm bend.)

7. **a.** Marching.  
   **b.** Astride jumping with arm raising sideways.  
   **c.** Game.

8. Arm raising forward and upward. (Slowly.)

9. Breathing. (Attention.)

#### COMMANDS.

1. **a.** Left foot forward—place.  
   Feet—change, 1, 2. (Feet and arms—Attention.)

2. **a.** Right (left) foot outward on the toe—place.  
   Recover—place.

   Trunk to the right—bend. Trunk upward—stretch.  
   Arms—change. Trunk to the left—bend. Trunk upward—stretch.
TABLE 31.

**EXERCISES.**


*b.* Head bending backward, with arm turning outward and inward. (Fig. 75.)

c. Toe support placing forward. (Hips firm.)

2. Trunk bending backward and forward. (Feet astride, neck rest.)

3. Arm stretching backward and upward.

4. Heel raising. Arm flinging. (Arms across bend.)

5. Arm raising forward and upward, swinging forward and sideways.

6. Trunk turning. (Feet close, neck rest.)

7. *a.* Marching:

*b.* Running or game.

8. Heel raising. (Slow. Hips firm.)

9. Breathing. (Hands on chest.)

**COMMANDS.**

b. With arm turning outward, head backward—*bend.*

With arm turning inward, head upward—*str tch.*

c. Left foot forward on the toe—*place.*

Recover—*place.*

(Heels—*raise.*) Arms—*fling.* Arms—*bend.*

(Heels—*lower.*)
### TABLE 32.

<table>
<thead>
<tr>
<th>EXERCISES</th>
<th>COMMANDS</th>
</tr>
</thead>
</table>
| b. Head bending sideways. (Hips firm.) | b. Head to the right—*bend.*  
| 2. a. Trunk bending backward. (Arms bend.) | Head to the left—*bend.*  
| b. Trunk bending forward and downward. (Feet astride, arms upward stretch.) | Head upward—*stretch.*  
| 3. Arm stretching upward, forward and downward. * |  
| 4. Toe support placing backward. (Hips firm.) | Arms upward, forward and downward—*stretch,* 1, 2, 3, 4, 5, 6.  
| 5. *Arm flinging. (Feet close, arms across bend, trunk forward bend.) (Fig. 76.) | Right (left) foot backward on the toe—*place.* Recover—*place.*  
| 6. Trunk bending sideways. (Feet astride. Right arm upward, left arm downward stretch.) | (With feet close, arms across—*bend.*  
| | Trunk forward—*bend.*  
| | Arms—*fling.* Arms—*bend.*  
| | (Trunk upward—*stretch.* Feet and arms in position—*place.*  
| | Trunk to the left—*bend.* Trunk upward—*stretch.* Arms—*change.*  
| | Trunk to the right—*bend.*  
| 7. a. Forward jump. (Hips firm.) | a. Forward—*jump,* 1, 2 (3, 4), 5, 6.  
| | (On 3 and 4, the class jump one step forward, keeping the feet together.)  
| b. Hop march or skipping. |  
| 8. Heel raising. (Slow. Hips firm.) |  
| 9. Breathing. (Attention.) |  

---
### TABLE 33.

#### EXERCISES.

1. **a.** Breathing. Arm raising sideways and upward, lowering sideways and downward.

   *b.* Foot placing outward with hips firm.

   *c.* Head turning. (Feet close, arms bend.)

2. Trunk bending backward and forward. (Neck rest.)

3. Arm stretching upward and downward.

4. Heel raising and knee bending. Arm stretching upward and sideways. (Arms bend.)

5. Arm raising forward and upward, and parting.

6. "a." Trunk turning. (Arms across bend.) (Fig. 77.)

   *b.* Trunk bending sideways. (Feet close, arms bend.)

7. **a.** Marching.

   *b.* Jumping over a rope. Game.

   *c.* Dancing step forward, Hands on hips.

8. Heel raising. (Slow. Hips firm.)

9. Breathing. (Attention.)

#### COMMANDS.

6. *(With the left foot outward. Hips firm.)*

   Feet and arms—change.

   *(Feet and arms in position—place.)*

**Arms upward—stretch.** **Arms downward—stretch.**

*(The numbers 1, 2, may be omitted from the command.)*

7. **c.** Left foot forward on the toe—place.

   Dancing step—begin, 1, 2.

   *(On 1, the left foot is brought back to the position of attention, while the right foot glides into the Toe support place position. On 2, the right foot glides back and the left foot forward.)*
### TABLE 34.

<table>
<thead>
<tr>
<th>EXERCISES</th>
<th>COMMANDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. *a. Head bending backward and forward. (Hips firm.)</td>
<td></td>
</tr>
<tr>
<td>*b. Breathing. (Hands on chest.) (Fig. 78.)</td>
<td></td>
</tr>
<tr>
<td>c. Foot placing sideways with hips firm.</td>
<td></td>
</tr>
<tr>
<td>2. *a. Trunk bending forward. (Arms across bend.)</td>
<td></td>
</tr>
<tr>
<td>b. Trunk bending forward and downward. (Feet astride, arms upward stretch.)</td>
<td></td>
</tr>
<tr>
<td>3. Arm stretching upward, sideways and downward.</td>
<td></td>
</tr>
<tr>
<td>4. Heel raising and knee bending, head turning. (Arms bend.)</td>
<td></td>
</tr>
<tr>
<td>5. Arm raising forward and upward, swinging forward and sideways, downward and backward.</td>
<td></td>
</tr>
<tr>
<td>6. Trunk bending sideways. (Feet astride, left hand hip firm, right hand neck rest.)</td>
<td></td>
</tr>
<tr>
<td>7. *a. Marching.</td>
<td>c. (With the left foot sideways, Hips firm.) Feet and arms—change. (Feet and arms in position—place.)</td>
</tr>
<tr>
<td>b. Change of step marching.</td>
<td></td>
</tr>
<tr>
<td>c. Jumping or game.</td>
<td></td>
</tr>
<tr>
<td>8. Heel raising. (Slow. Hips firm.)</td>
<td></td>
</tr>
</tbody>
</table>

*Note: The asterisk (*) indicates an exercise that should be performed in a seated position.*
### TABLE 35.

#### EXERCISES.

1. **a.** Head bending sideways. *(Feet astride, hips firm.)*

   b. Breathing. *(Attention.)*

   c. Toe support placing forward. *(Hips firm.)*

   d. Heel raising and knee bending. *(Arms bend.)*

2. Trunk bending backward and forward. *(Neck rest.)*

3. Alternate arm stretching upward and backward.

4. **Knee raising.** *(Hips firm).* *(Fig. 79)*

5. Arm flinging. *(Arms across bend, trunk forward bend.)*

6. Trunk turning. *(Right hand neck rest, left arm bend.)*

7. **a.** Marching.

   b. Upward jump, with arm stretching upward. *(Arms bend.)*

   c. Gait.

8. Heel raising *(slow, hips firm.)*


#### COMMANDS.

Left (or) right knee—*raise.* Knee—*lower.*

b. With arm stretching upward, upward—*jump,* 1, 2 *(3, 4), 5, 6.* *(On 3, the class jump and stretch the arms upward; on 4, the feet touch the ground and the arms are bent.)*
### TABLE 36.

<table>
<thead>
<tr>
<th>EXERCISES</th>
<th>COMMANDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a. Alternate heel raising. (Hips firm.)</td>
<td>Arms forward, upward and downward—stretch; 1, 2, 3, 4, 5, 6.</td>
</tr>
<tr>
<td>b. Breathing. Arm raising forward and upward, lowering sideways and downward.</td>
<td>(Heels—raise. Knees—bend.)</td>
</tr>
<tr>
<td>c. Head bending backward, with arm turning outward and inward.</td>
<td>Arms—fling. Arms—bend.</td>
</tr>
<tr>
<td>2. a. Trunk bending forward. (Feet astride, Arms bend.)</td>
<td>(Knees—stretch. Heels—lower.)</td>
</tr>
<tr>
<td>b. Trunk bending forward and downward. (Feet astride, arms upward stretch.)</td>
<td></td>
</tr>
<tr>
<td>3. Arm stretching forward, upward and downward.</td>
<td></td>
</tr>
<tr>
<td>5. Arm raising sideways and upward, and parting.</td>
<td></td>
</tr>
<tr>
<td>6. *Trunk bending sideways. (Feet astride, right arm bend, left hand neck rest.) (Fig. 8o.)</td>
<td>(In jumping over a rope, the rope should be raised a reasonable height only, and attention should be paid to the style of the jumping rather than to the actual height jumped.)</td>
</tr>
<tr>
<td>7. a. Marching.</td>
<td></td>
</tr>
<tr>
<td>b. Dancing step forward (hands on hips) or jumping over a rope.</td>
<td></td>
</tr>
<tr>
<td>c. Game.</td>
<td></td>
</tr>
<tr>
<td>8. Heel raising. (Slow, hips firm.)</td>
<td></td>
</tr>
<tr>
<td>9. Breathing. (Hips firm.)</td>
<td></td>
</tr>
</tbody>
</table>
### Exercises

1. **a.** Head bending sideways. *(Feet astride, arms bend.)*

2. **b.** Breathing. Arm raising sideways.

3. **c.** Toe support placing backward. *(Hips firm.)*

4. **2.** Trunk bending forward, arm stretching sideways, trunk bending backward. *(Feet astride, arms bend.)*

5. **3.** Arm stretching forward, upward, sideways and downward.

6. **4.** Knee raising. *(Hips firm.)*

7. **5.** *Alternate arm flinging with head turning.* *(Arms across bend, trunk forward bend.) (Fig. 81.)*

8. **6.** Trunk bending sideways. *(Feet astride, arms bend.)*


10. **b.** Hop march with leg raised backward. *(Hands on hips.)*

11. **c.** Game.

12. **8.** Knee raising. *(Slow, neck rest.)*

13. **9.** Breathing. *(Hands on chest.)*

### Commands

<table>
<thead>
<tr>
<th>Trunk forward — <em>bend.</em></th>
<th>Arms sideways — <em>stretch.</em></th>
<th>Arms — <em>bend.</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Trunk upward — <em>stretch.</em></td>
<td>Trunk backward — <em>bend.</em></td>
<td>Trunk upward — <em>stretch.</em></td>
</tr>
</tbody>
</table>

| Arms forward, upward, sideways and downward — *stretch,* 1, 2, 3, 4, 5, 6, 7, 8. |

**Alternate arms flinging with head turning**—*right; —left; —right; —left.* *(Front.)*

*(On the command right, the right arm is flung sideways and the head is turned to the right. On the command left, the right arm resumes the across bend position, while the left arm is flung sideways, and the head turned to the left. On the command front, the across bend position is assumed and the head is turned forward.)*

---

**PLATE X.**
### TABLE 38.

<table>
<thead>
<tr>
<th>EXERCISES</th>
<th>COMMANDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Head bending backward and forward. (Arms bend.)</td>
<td></td>
</tr>
<tr>
<td>*c. Foot placing forward and outward. (Hips firm.) (Fig. 82.)</td>
<td></td>
</tr>
<tr>
<td>2. Trunk bending backward and forward. (Feet astride, neck rest.)</td>
<td></td>
</tr>
<tr>
<td>3. Arm stretching upward and downward, marking time with knee raising.</td>
<td>Marking time with Knee raising, and Arms upward and downward—stretch, 1, 2, 3, 4, 5, 6, 7, 8. (There are two movements of the feet to one of the arms, the arms moving with the left foot on 1, 3, 5 &amp; 7.) Heels—raise. Knees full—bend. Knees—stretch. Heels—lower.</td>
</tr>
<tr>
<td>4. Heel raising and knee full bending. (Hips firm.)</td>
<td></td>
</tr>
<tr>
<td>5. Arm raising forward and upward, swinging forward and sideways, downward and backward.</td>
<td>Trunk to the right (left)—turn. Arms—fling. Arms—bend. Trunk forward—turn.</td>
</tr>
<tr>
<td>6. Trunk turning, arm flinging. (Arms across bend.)</td>
<td></td>
</tr>
<tr>
<td>b. Jumping or dancing step forward, hands on hips.</td>
<td></td>
</tr>
<tr>
<td>8. Knee raising. (Slow, neck rest.)</td>
<td></td>
</tr>
</tbody>
</table>
### EXERCISES.

<table>
<thead>
<tr>
<th>No.</th>
<th>Exercise Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>a. Breathing. (Hips firm.)</td>
</tr>
<tr>
<td></td>
<td>b. Head bending sideways. (Arms bend.) (Fig. 83.)</td>
</tr>
<tr>
<td></td>
<td>c. Foot placing outward. Heel raising. (Hips firm.)</td>
</tr>
<tr>
<td>2.</td>
<td>Trunk bending forward, arm stretching sideways, trunk bending backward. (Arms bend.)</td>
</tr>
<tr>
<td>3.</td>
<td>Arm stretching upward, sideways, forward, and downward.</td>
</tr>
<tr>
<td>4.</td>
<td>Heel raising and knee bending, arm stretching upward (twice). (Arms bend.)</td>
</tr>
<tr>
<td>5.</td>
<td>Alternate hips firm and neck rest. (Hips firm, trunk forward bend.)</td>
</tr>
<tr>
<td>6.</td>
<td>Trunk bending sideways. (Feet astride, neck rest.)</td>
</tr>
<tr>
<td>7.</td>
<td>a. Marching.</td>
</tr>
<tr>
<td></td>
<td>b. Astride jumping with arm flinging.</td>
</tr>
<tr>
<td></td>
<td>c. Game or skipping.</td>
</tr>
<tr>
<td>8.</td>
<td>Knee raising. (Slow, neck rest.)</td>
</tr>
<tr>
<td>9.</td>
<td>Breathing. (Attention.)</td>
</tr>
</tbody>
</table>

### COMMANDS.

| Arms upward, sideways, forward and downward—stretch, 1, 2, 3, 4, 5, 6, 7, 8. |
TABLE 40.

EXERCISES.


   b. Outward lunge. (Hips firm.)

   c. Toe support placing backward. (Neck rest.)

2. Trunk bending forward, head turning, trunk bending backward. (Arms bend.)

3. Arm stretching upward and downward, marking time, with knee raising.

4. *Leg raising forward. (Hips firm.) (Fig. 84.)

5. Arm raising forward and swinging sideways.

6. a. Trunk turning, arm flinging. (Arms across bend.)

   b. Trunk bending sideways. (Feet close, arms bend.)

7. a. Marching.

   b. Running on the spot, or second skipping exercise.†

   c. Game.

8. Knee raising. (Slow, neck rest.)


   * See Appendix.

COMMANDS.

b. Feet full—open. Left (right) foot outward in lunge position—place. Recover—place.


Right (left) leg forward—raise. Leg—lower.
#### EXERCISES.

1. **a.** Breathing. Arm raising forward, and parting.

   *b.** Foot placing forward and outward. *(Hips firm.)*

   *c.** Head bending backward, with arm turning outward and inward.

2. **a.** Trunk bending backward and forward. *(Feet astride, neck rest.)*

   *b.** Trunk bending forward and downward. *(Feet astride, arms upward stretch.)*

3. **Arm stretching upward and downward, with a step forward and backward.**

4. **Leg raising backward. *(Hips firm.)*

5. **Arm raising forward and upward, swinging downward and backward, forward and upward, forward and sideways.**

6. **Trunk turning. *(Neck rest.)*

7. **a.** Marching.

   *b.** Dancing step outwards: hands on hips.

   *c.** Jumping right and left. *(Hips firm.)*

8. **Knee raising. *(Slow, neck rest.)*

9. **Breathing. *(Hips firm.)*

#### COMMANDS.

b. **Foot placing forward and outward,**

   *left foot—begin, 1, 2, 3, 4.*

   *Right foot—repeat, 1, 2, 3, 4.*

   *(On 1, the foot is placed forward; on 2, it is brought back to position; on 3, it is placed outward; and on 4, again brought back.)*

With one step forward, arms upward—stretch, 1, 2.

With one step backward, arms downward—stretch, 1, 2.

*(On 1, the arms are bent and the left foot is placed forward. On 2, the arms are stretched and the right foot is brought forward into position. The step backward is taken in a similar way.)*

Left (right) leg backward—*raise.* Leg—*lower.*

c. **To the right (left)—jump, 1, 2, (3, 4), 5, 6.*

   *(On 3 and 4, the jump is made to the side, the feet being kept together.)*
TABLE 42.

EXERCISES.

1. a. Head bending sideways. (Feet astride, hips firm.)
   *b. Forward lunge (Hips firm.)
      (Fig. 85.)
   c. Breathing. Arm raising sideways and upward, lowering sideways and downward.

2. a. Trunk bending backward. (Feet close, arms bend.)
   b. Trunk bending forward and downward. (Feet astride, arms upward stretch.)

3. Alternate arm stretching upward and downward, and upward and forward.

4. Knee raising. (Arms bend.)

5. Alternate hips firm and neck rest.
   (Hips firm, trunk forward bend.)

6. Trunk bending sideways. (Right arm upward, left arm downward stretch.)

   b. Marching in twos, fours, and eights.
   c. Upward jump with arm flinging.
      (Arms across bend.)
   d. Game.

8. Knee raising. (Slow, neck rest.)

9. Breathing. (Attention.)

COMMANDS.

b. [Feet full—open.]
Right (left) foot forward in lunge position—place. Recover—place.

Right arm upward, left arm downward—stretch. Arms—change. Right arm forward, left arm upward—stretch. Arms—change.

b. Centre—twos.
Two to the right, two to the left—divide.
Centre—fours.
Four to the left, four to the right—divide.
Centre—eights.
Four to the right, four to the left—divide.
Centre—fours.
Two to the right, two to the left—divide.
Centre—twos.
### EXERCISES.

1. **a.** Breathing. Arm raising forward and upward, and parting.
   
   **b.** Head turning. (Feet astride, hips firm, trunk forward bend.)
   
   **c.** Foot placing sideways, heel raising. (Hips firm.)

2. Trunk bending backward and forward. (Feet astride, arms across bend.)

3. Arm stretching forward and sideways, with a step to the right and left.

4. *Heel raising and knee full bending. (Hips firm.) (Fig. 86.)*

5 Arm raising forward and upward, swinging forward and sideways.

6. Trunk turning. Arm stretching sideways. (Arms bend.)

7. **a.** Marching.
   
   **b.** Running.
   
   **c.** Skipping or game.

8. Arm parting. (Slowly.)

9. Breathing. (Hands on chest.)

### COMMANDS.

With one step to the right, arms sideways — stretch, 1, 2.

With one step to the left, arms forward — stretch, 1, 2.

Trunk to the right (left) — turn.

Arms sideways — stretch.

Arms — bend.

Trunk forward — turn.
TABLE 44.

EXERCISES

1. a. Head rolling. (Hips firm.)
   *b. Outward lunge. (Hips firm) (Fig. 87.)

2. a. Trunk bending forward, head turning. (Feet astride, hips firm.)
   b. Trunk bending forward and downward. (Feet astride, arms upward stretch.)

3. Arm stretching upward and forward, with marking time.

4. Leg raising backward. (Arms bend.)

5. Arm swinging forward and sideways, with foot placing forward. (Arms forward and upward raise.)

6. Trunk bending sideways. (Feet astride, neck rest.)

7. a. Marching. Game.
   b. Upward jump, with arm stretching sideways. (Arms bend.)

8. Arm parting. (Slowly.)

9. Breathing. (Attention.)

COMMANDS

a. Head rolling to the right (left)—begin. (The head is bent to the right and then moves smoothly into the backward bend, the left sideways bend and the forward bend position; so returning to the position of Attention.)

b. With arm stretching sideways, upward—jump, 1, 2 (3, 4), 5, 6. (On 3 and 4, the arms are stretched and bent as the jump is taken.)
## TABLE 45.

### EXERCISES.

1. **a.** Foot placing forward and sideways. (Hips firm.)
   
   **b.** Breathing. Arm raising sideways.
   
   **c.** Forward lunge. (Hips firm.)

2. Trunk bending forward, arm stretching sideways, trunk bending backward. (Arms bend.)

3. *Alternate arm stretching upward and backward. (Fig. 88.)*

4. Leg raising forward. (Arms bend.)

5. Alternate arm flinging with head turning. (Arms across bend, trunk forward bend.)

6. Trunk turning. Arm stretching forward. (Arms bend.)

7. **a.** Marching. Running.
   
   **b.** Hop march with leg raised backward. (Hands on hips.)
   
   **c.** Jumping over a rope.

8. Arm parting. (Slowly.)


### COMMANDS.

1. **a.** Foot placing forward and sideways, right foot—*begin*, 1, 2, 3, 4. Left foot—*repeat*, 1, 2, 3, 4.

2. (A running start with a definite number of steps, perhaps 3 or 5, may be attempted. The jump should be taken from the right or left foot as commanded.)
### EXERCISES.

1. **a.** Head bending backward and forward. (Feet close, arms bend.)
   
   b. Foot placing outward. Heel raising and knee bending. (Hips firm.)
   
   c. Breathing. Arm raising forward and upward, lowering sideways and downward.

2. Trunk bending backward and forward. (Neck rest.)

3. Arm stretching sideways and downward, with one step forward and backward.

4. Leg raising backward. (Neck rest.)

5. Alternate hips firm and neck rest. (Hips firm, trunk forward bend.)

6. Trunk bending sideways. (Feet astride, right arm upward, left arm downward stretch.)

7. **a.** Marching.
   
   **b.** Third skipping exercise.†
   
   **c.** Game.

8. Arm parting. (Slowly.)

9. Breathing. (Hands on chest.)

### COMMANDS.


† See Appendix.
### TABLE 47.

#### EXERCISES.

| 1. a. | Head bending sideways. |
| b. | Outward lunge. (Hips firm.) |
| 2. a. | Trunk bending backward. (Arms bend.) |
| b. | Trunk bending forward and downward. (Feet astride, arms upward stretch.) |
| 3. * | Arm stretching upward, with turning to the left and right. (Fig. 89.) |
| 4. | Heel raising and knee full bending. (Arms bend.) |
| 5. | Arm flinging, with foot placing outward. (Arms across bend.) |
| 6. | Trunk bending sideways. (Arms sideways stretch.) |
| b. | Backward jump. (Hips firm.) |
| c. | Game. |
| 8. | Arm parting. (Slowly.) |

#### COMMANDS.

| To the left turn, and arms upward—stretch, 1, 2. |
| (On 1, the arms are bent, and the first movement of the turn is made. On 2, the arms are stretched and the turn is completed.) |
| To the right turn, and arms downward—stretch, 1, 2. |
| With right foot outward, arms—fling. Feet and arms—change, 1, 2. |

| b. Backward—jump, 1, 2 (3, 4), 5, 6. |
| (On 3 and 4, the class jump one step backward.) |

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PLATE XI.
### EXERCISES.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><em>a.</em> Breathing. Arm raising sideways and upward, lowering sideways and downward.</td>
</tr>
<tr>
<td>2.</td>
<td>Foot placing forward and outward. Heel raising.</td>
</tr>
<tr>
<td>3.</td>
<td>Head turning. (Feet astride, arms bend, trunk forward bend.)</td>
</tr>
<tr>
<td>4.</td>
<td>Trunk bending backward and forward. (Neck rest.)</td>
</tr>
<tr>
<td>5.</td>
<td>Arm stretching upward, forward, sideways and downward—<em>twice</em> in each direction.</td>
</tr>
<tr>
<td>6.</td>
<td>Knee raising. (Neck rest.)</td>
</tr>
<tr>
<td>7.</td>
<td>Arm swinging forward and sideways, with foot placing forward. (Arms forward and upward raise.)</td>
</tr>
<tr>
<td>8.</td>
<td><em>Trunk turning.</em> Arm stretching upward. (Arms bend.) (Fig.93)</td>
</tr>
<tr>
<td>9.</td>
<td>Breathing. (Hands on chest.)</td>
</tr>
</tbody>
</table>

### COMMANDS.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>b.</td>
<td>Foot placing forward and outward with heel raising, left foot—begin.</td>
</tr>
<tr>
<td></td>
<td>1, 2, 3, 4, 5, 6, 7, 8. Right foot—<em>repeat.</em></td>
</tr>
<tr>
<td></td>
<td>(On 1, 2, 3, 4, the left foot is placed forward, the heels are raised and lowered, and the foot is brought back to position. On 5, 6, 7, 8, foot placing outward with heel raising is performed.)</td>
</tr>
<tr>
<td></td>
<td>(Left knee—<em>raise.</em> Knees—<em>change,</em> 1, 2. (Knee—<em>lower.</em> (On 1, the left knee is lowered and the weight of the body transferred to the left leg; on 2, the right knee is raised.)</td>
</tr>
<tr>
<td></td>
<td>Trunk to the right (left)—<em>turn.</em> Arms upward—<em>stretch,</em> Arms—<em>bend.</em></td>
</tr>
<tr>
<td></td>
<td>Trunk forward—<em>turn.</em></td>
</tr>
<tr>
<td>10.</td>
<td>Breathing. (Hands on chest.)</td>
</tr>
</tbody>
</table>
NOTES ON THE TABLES IN SERIES C.

(For children aged 11—14 years.)

This Series contains the third set of 24 Tables. Tables 49—60 may be used in Standard V and Tables 61—72 in Standards VI and VII.

In the second 12 Tables of this Series it will be noted that Abdominal exercises proper have been introduced between the Shoulder exercises and the Trunk turning and bending. These movements are described in detail in the Appendix; but it must be clearly understood that they are optional, that they are only suitable under special conditions, and that girls should not attempt them unless provided with gymnastic dress.

In other groups, notably the Balance exercises, alternative movements have in some Tables been suggested in order to give greater variety.

Though marching is not definitely mentioned in the second 12 Tables, it should never be omitted from the lesson, and games should frequently be introduced into the lesson, especially perhaps in the boys' classes.

N.B.—The whole of the Tables in Series B must be learned before Series C is commenced.
### TABLE 49.

<table>
<thead>
<tr>
<th>EXERCISES</th>
<th>COMMANDS</th>
</tr>
</thead>
</table>
   b. Foot placing forward. Heel raising and knee bending. (Hips firm.)  
   c. Head bending backward. (Arms sideways raise.) | b. [Left (right) foot forward—place.]  
   Heels—raise.  
   Knees—bend.  
   Knees—stretch.  
   Heels—lower.  
   Feet—change.  
   c. (Arms sideways—raise.) Head backward—bend. Head upward—stretch. (Arms—lower.)  
   (With the left foot forward, hips—firm.)  
   Feet and arms—change.  
| 2. Trunk bending forward and backward. (Foot forward place, hips firm.) |  
| 3. Arm stretching upward and downward, with a step to the right and left. |  
| 4. *Leg raising sideways. (Hips firm.) (Fig. 91.) | Left (right) leg sideways—raise. Leg—lower.  
   With the right (left) foot outward, arms forward and sideways—swing.  
   Feet and arms—change.  
| 5. Arm swinging forward and sideways with foot placing outward. (Arms forward and upward raise.) |  
| 6. a. Trunk turning. (Feet astride, neck rest.)  
   b. Trunk bending sideways. (Arms sideways stretch.) |  
   b. Jumping over a rope with turning to the right and left. |  
| 8. Leg raising forward. (Slow. Hips firm.) |  
| 9. Breathing. (Attention.) |  

* (The turn is made as the body is in the air just before landing. For turning to the right, the jump is taken from the right foot.)
<table>
<thead>
<tr>
<th><strong>TABLE 50.</strong></th>
<th><strong>COMMANDS.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXERCISES.</strong></td>
<td><strong>a.</strong> Foot placing forward, outward and sideways.</td>
</tr>
<tr>
<td>1.</td>
<td><strong>b.</strong> Head rolling. (Hips firm.)</td>
</tr>
<tr>
<td></td>
<td><strong>c.</strong> Breathing. Arm turning outward and inward</td>
</tr>
<tr>
<td>2.</td>
<td><strong>a.</strong> Trunk bending backward. (Neck rest.)</td>
</tr>
<tr>
<td></td>
<td><strong>b.</strong> Trunk bending forward and downward. (Arms upward stretch.)</td>
</tr>
<tr>
<td>3.</td>
<td><strong>Arm stretching forward and sideways, with turning to the right and left.</strong></td>
</tr>
<tr>
<td>4.</td>
<td><strong>Knee raising, foot bending and stretching.</strong> (Hips firm.) (Fig. 92.)</td>
</tr>
<tr>
<td>5.</td>
<td><strong>Alternate arms across bend and neck rest.</strong> (Arms across bend. Trunk forward bend.)</td>
</tr>
<tr>
<td>6.</td>
<td><strong>Trunk turning and bending sideways.</strong> (Hips firm.)</td>
</tr>
<tr>
<td>7.</td>
<td><strong>a.</strong> Marching.</td>
</tr>
<tr>
<td></td>
<td><strong>b.</strong> Upward jump with arm stretching sideways or upward.</td>
</tr>
<tr>
<td></td>
<td><strong>c.</strong> Skipping or game.</td>
</tr>
<tr>
<td>8.</td>
<td><strong>Leg raising forward.</strong> (Slow. Hips firm.)</td>
</tr>
<tr>
<td>9.</td>
<td><strong>Breathing.</strong> Arm raising sideways.</td>
</tr>
<tr>
<td><strong>a.</strong> Foot placing forward, outward and sideways, right foot—begin, 1, 2, 3, 4, 5, 6.</td>
<td></td>
</tr>
<tr>
<td><strong>To the right, turn and arms forward—stretch.</strong> To the left turn and arms sideways—stretch. To the left, turn and arms forward—stretch. To the right, turn and arms sideways—stretch.</td>
<td></td>
</tr>
<tr>
<td>[Left (right) knee—raise.] Foot bending and stretching by numbers—1, 2. Knees—change, 1, 2.</td>
<td></td>
</tr>
<tr>
<td><strong>Trunk to the left (right)—turn.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Trunk to the left (right)—bend.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Trunk upward—stretch.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Trunk forward—turn.</strong></td>
<td></td>
</tr>
</tbody>
</table>
### TABLE 51.

#### EXERCISES.

| 1. a. | Head turning. (Arms bend.) Trunk forward bend. |
| 2. a. | Foot placing forward and outward. Heel raising and knee bending. (Hips firm.) |
| 2. b. | Foot placing forward and outward. Heel raising and knee bending, left (right) foot—begin, 1, 2, 3, 4, 5, 6. |
| 2. c. | Breathing. (Hands on chest.) |
| 3. a. | Trunk bending backward and forward. (Foot forward place, neck rest.) (Fig. 93.) |
| 3. b. | Arm stretching upward and downward, forward and downward, sideways and downward. |
| 4. a. | Leg raising sideways and forward. (Hips firm.) |
| 4. b. | Legs upward and downward, forward and downward, sideways and downward—stretch. |
| 5. a. | Arm flinging with forward lunge. (Arms across bend.) |
| 5. b. | With arm flinging, left foot forward in lunge position—place. Feet and arms—change, 1, 2. |
| 6. a. | Trunk turning. Arm stretching upward. (Foot forward place, arms bend.) |
| 7. a. | Marching. |
| 7. b. | Jumping or game. |
| 8. a. | Leg raising forward. (Slow. Hips firm.) |
### EXERCISES.

| 1. | a. Breathing. (Hips firm.) |
|    | b. Heel raising, with arm raising sideways and upward. |
|    | c. Outward lunge. (Hips firm.) |
| 2. | Trunk bending backward and forward. Arm stretching sideways. (Feet astride, arms bend.) |
| 3. | Arm stretching upward and forward with a step backward and forward. |
| 4. | *Heel raising and alternate knee bending. (Feet astride, hips firm.) (Fig. 94.) |
| 5. | Arm swinging forward and sideways, with foot placing forward. (Arms forward and upward raise.) |
| 6. | Trunk turning and bending sideways. (Arms bend.) |
| 7. | a. Marching with arm stretching upward and downward. |
|    | b. Running, jumping or skipping. |
|    | c. Game. |
| 8. | Leg raising forward. (Slow. Hips firm.) |

### COMMANDS.

| (Heels—raise.) Left (right) knee—bend. Knees—change. (Knee—stretch. Heels—lower.) |
| a. With arm stretching upward and downward, forward—march. (There are two movements of the feet to each movement of the arms.) |
### TABLE 53.

<table>
<thead>
<tr>
<th>EXERCISES</th>
<th>COMMANDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Foot placing forward, outward and sideways. Heel raising. (Hips firm.)</td>
<td></td>
</tr>
<tr>
<td>c. Breathing. (Attention.)</td>
<td></td>
</tr>
<tr>
<td>2. a. Trunk bending backward and forward. (Neck rest.)</td>
<td></td>
</tr>
<tr>
<td>b. Trunk bending forward and downward. (Arms upward stretch.)</td>
<td></td>
</tr>
<tr>
<td>3. Alternate arm stretching upward and downward, and upward and forward.</td>
<td></td>
</tr>
<tr>
<td>4. Knee raising, leg stretching forward (Hips firm.)</td>
<td></td>
</tr>
<tr>
<td>5. Arm swinging forward and sideways with forward lunge. (Arms forward and upward raise.)</td>
<td></td>
</tr>
<tr>
<td>6. a. Trunk turning. Arm flinging. (Arms across bend.)</td>
<td></td>
</tr>
<tr>
<td>b. Trunk bending sideways (Right foot forward place, right hand hip firm, left hand neck rest.)</td>
<td></td>
</tr>
<tr>
<td>7. a. Marching.</td>
<td></td>
</tr>
<tr>
<td>b. Upward jump with turning to the right or left.</td>
<td></td>
</tr>
<tr>
<td>8. Leg raising forward. (Slow. Hips firm.)</td>
<td></td>
</tr>
<tr>
<td>9. Breathing. Arm raising sideways</td>
<td></td>
</tr>
</tbody>
</table>

---

**Left arm upward, right arm downward—stretch. Arms—change. Right arm upward, left arm forward—stretch. Arms—change.**

**Right (left) knee—raise. Leg forward—stretch. Knee—bend. Knee—lower.**

With arm swinging forward and sideways left foot forward in lunge position—place. Feet and arms—change, 1, 2.

b. Trunk to the right—bend. Trunk upward—stretch. Feet and arms—change.

b. With turning to the right (left) upward—jump, 1, 2 (3, 4), 5, 6.
### Table 54

<table>
<thead>
<tr>
<th>EXERCISES</th>
<th>COMMANDS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> a. Breathing. <em>(Hands on chest.)</em></td>
<td><strong>b.</strong> With arm raising sideways, head backward — <em>bend.</em> With arm lowering, head upward — <em>stretch.</em></td>
</tr>
<tr>
<td>*b. *Head bending backward, with arm raising sideways.</td>
<td>**Trunk backward — <em>bend.</em> Trunk forward — <em>bend.</em> Trunk upward — <em>stretch.</em> Feet and arms — <em>change.</em></td>
</tr>
<tr>
<td>*c. *Heel raising. Arm flinging. <em>(Arms across bend.) (Fig. 95.)</em></td>
<td>*(Heels — <em>raise.</em> Knees bend and arms forward — <em>raise.</em>) Arm parting by numbers — 1, 2. (Knees stretch and arms — <em>lower.</em> Heels — <em>lower.</em>)</td>
</tr>
<tr>
<td><strong>2.</strong> Trunk bending backward and forward. <em>(Foot forward place, neck rest.)</em></td>
<td></td>
</tr>
<tr>
<td><strong>3.</strong> Arm stretching upward and forward, with turning to the left and right.</td>
<td></td>
</tr>
<tr>
<td><strong>4.</strong> Heel raising and knee bending. Arm raising forward, and parting.</td>
<td><strong>b.</strong> Twice forward — <em>jump,</em> 1, 2 (3, 4) (5, 6), 7, 8. <em>[The class jump one step forward on (3, 4) and (5, 6).]</em></td>
</tr>
<tr>
<td><strong>5.</strong> Arm raising forward and upward, swinging downward and backward, and forward and sideways.</td>
<td></td>
</tr>
<tr>
<td><strong>6.</strong> Trunk turning and bending sideways. <em>(Feet astride, hips firm.)</em></td>
<td></td>
</tr>
<tr>
<td><strong>7.</strong> a. Marching. Running.</td>
<td></td>
</tr>
<tr>
<td>*b. *Forward jump twice.</td>
<td></td>
</tr>
<tr>
<td>*c. *Hop march with leg raised forward, or skipping.</td>
<td></td>
</tr>
<tr>
<td><strong>8.</strong> Leg raising forward. <em>(Slow. Hips firm.)</em></td>
<td></td>
</tr>
<tr>
<td><strong>9.</strong> Breathing. <em>(Attention.)</em></td>
<td></td>
</tr>
<tr>
<td>EXERCISES</td>
<td>COMMANDS</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>1. <strong>a.</strong> Breathing. Arm raising forward, and parting.</td>
<td></td>
</tr>
<tr>
<td>2. <strong>b.</strong> Outward lunge. (Hips firm.)</td>
<td></td>
</tr>
<tr>
<td>3. <strong>c.</strong> Head bending backward and forward. (Hips firm.)</td>
<td></td>
</tr>
<tr>
<td>4. <strong>a.</strong> Trunk bending backward. Arm stretching sideways. (Arms bend.)</td>
<td></td>
</tr>
<tr>
<td>5. <strong>b.</strong> Trunk bending forward and downward. (Arms upward stretch.)</td>
<td></td>
</tr>
<tr>
<td>6. Arm stretching forward and upward, with marking time.</td>
<td></td>
</tr>
<tr>
<td>7. <em>i.</em>* Leg raising backward, with arm raising sideways. (Fig. 96.)</td>
<td></td>
</tr>
<tr>
<td>8. <strong>a.</strong> Marching with arm stretching sideways and downward.</td>
<td></td>
</tr>
<tr>
<td>9. <strong>b.</strong> Long jumping.</td>
<td></td>
</tr>
<tr>
<td><strong>c.</strong> Game or skipping.</td>
<td></td>
</tr>
<tr>
<td><strong>d.</strong> Game or skipping.</td>
<td></td>
</tr>
<tr>
<td><strong>e.</strong> Breathing. (Hands on chest.)</td>
<td></td>
</tr>
</tbody>
</table>

**TABLE 55.**

**b.** Left foot outward in lunge position—place. Feet—change, 1, 2. (On 1, the left foot is brought back; on 2, the right foot lunges.)

**Left (right) leg backward and arms sideways—raise. Feet and arms—change.**

(Arms sideways—raise. Trunk forward—bend.) Arm raising upward and lowering by numbers—1, 2. (Trunk upward—stretch, Arms—lower.)

(On 1, the arms are raised upward; on 2, they are lowered to the shoulder line.)

**b.** (This may be taken over two lines chalked on the floor. There should be a running start, say, of 3 steps, and the jump may be taken from the left or right foot as commanded.

The landing must be in correct form, and attention should be paid to correctness of style rather than to the length of the jump.)
TABLE 56.

EXERCISES.

1. a. Head bending backward, with arm turning outward and inward.

b. Foot placing forward, outward and sideways. Heel raising. (Hips firm.)


2. Trunk bending backward and forward, arm flinging. (Feet astride, arms across bend.)

3. Arm stretching forward, upward, sideways and downward, twice in each direction.

4. Knee raising, leg stretching forward. (Neck rest.)

5. *Arm swinging forward and sideways, with forward lunge. (Arms forward and upward raise.) (Fig. 97.)

6. Trunk bending sideways. (Foot forward place, arms sideways stretch.)

7. a. Marching.

b. Standing jump over a rope.

c. Running, game or skipping.

8. Arm raising sideways. (Slowly.)

9. Breathing. (Hips firm.)

COMMANDS.


With arm swinging forward and sideways, left foot forward in lunge position—place.) Arms forward and upward—swing. Arms forward and sideways—swing. Feet and Arms—change.

b. (The jump is taken from both feet as in the "Upward jump," with no running start.)
<table>
<thead>
<tr>
<th>TABLE 57. EXERCISES.</th>
<th>COMMANDS.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. a. Breathing.</strong> Arm raising forward and upward, lowering sideways and downward.</td>
<td></td>
</tr>
<tr>
<td><strong>b. Head turning.</strong> (Hips firm, trunk forward bend.)</td>
<td></td>
</tr>
<tr>
<td><strong>c. Foot placing forward and outward.</strong> Heel raising and knee bending. (Hips firm.)</td>
<td></td>
</tr>
<tr>
<td><strong>2. a. Trunk bending backward.</strong> (Neck rest.)</td>
<td></td>
</tr>
<tr>
<td><strong>b. Trunk bending forward and downward.</strong> (Arms upward stretch.)</td>
<td></td>
</tr>
<tr>
<td><strong>3. Alternate arm stretching upward and backward, forward and sideways.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>4.</strong> Heel raising and knee full bending. Arm stretching sideways and upward. (Arms bend). (Fig. 98.)</td>
<td></td>
</tr>
<tr>
<td><strong>5. Arm raising forward, and parting.</strong> (Trunk forward bend.)</td>
<td></td>
</tr>
<tr>
<td><strong>6. Trunk turning and bending sideways.</strong> (Arms bend.)</td>
<td></td>
</tr>
<tr>
<td><strong>7. a. Marching.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>b</strong> Marching with knee raising and leg stretching forward. (“Stork march.”)</td>
<td></td>
</tr>
<tr>
<td><strong>c. Standing long jump or game, or dancing step.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>8. Arm raising sideways.</strong> (Slowly.)</td>
<td></td>
</tr>
<tr>
<td><strong>9. Breathing.</strong> (Attention.)</td>
<td></td>
</tr>
<tr>
<td><strong>b.</strong> With left knee raising and leg stretching forward—<strong>march,</strong> 1, 2, 3, 4. or, “Stork march,” left (right) foot—begin, 1, 2, 3, 4. <em>(On 1, the knee is raised; on 2, the leg is stretched forward; on 3, the raised foot is brought to the ground; on 4, there is a short pause with the whole weight on the front leg and the back heel raised.)</em></td>
<td></td>
</tr>
<tr>
<td><strong>(Arms forward—raise.</strong> Trunk forward —<strong>bend.</strong> Arm parting by numbers—1, 2. (Trunk upward—<strong>stretch.</strong> Arms—lower.)*</td>
<td></td>
</tr>
</tbody>
</table>
### TABLE 58.

<table>
<thead>
<tr>
<th>EXERCISES</th>
<th>COMMANDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a. Head rolling. (Hips firm.)</td>
<td>b. (As the heels are raised, the arms are raised to the shoulder line; as the knees are bent, the arms are raised upward. The return movement is performed similarly.)</td>
</tr>
<tr>
<td>b. Heel raising and knee bending, with arm raising sideways and upward.</td>
<td></td>
</tr>
<tr>
<td>c. Breathing. (Hands on chest.)</td>
<td></td>
</tr>
<tr>
<td>2. a. Trunk bending backward. Arm stretching sideways. (Feet astride, arms bend.)</td>
<td></td>
</tr>
<tr>
<td>b. Trunk bending forward and downward. Arms upward stretch.</td>
<td></td>
</tr>
<tr>
<td>3. Arm stretching forward and sideways, with a step to the left and right.</td>
<td></td>
</tr>
<tr>
<td>4. Knee raising, foot bending and stretching. (Arms bend.)</td>
<td></td>
</tr>
<tr>
<td>5. Arm flinging, with forward lunge. (Arms across bend.)</td>
<td></td>
</tr>
<tr>
<td>6. *Trunk turning and bending sideways. (Right hand hip firm, left hand neck rest.) (Fig. 99.)</td>
<td></td>
</tr>
<tr>
<td>7. a. Marching.</td>
<td></td>
</tr>
<tr>
<td>b. Fourth skipping exercise.†</td>
<td></td>
</tr>
<tr>
<td>c. Twice upward jump with turning to the right or left.</td>
<td></td>
</tr>
<tr>
<td>8. Arm raising sideways. (Slowly.)</td>
<td></td>
</tr>
</tbody>
</table>

† See Appendix.
### EXERCISES.

1. **a.** Breathing. Arm raising forward, and parting.
   
   **b.** Heel raising with *slow* arm stretching upward. (Arms bend.)
   
   **c.** Head bending sideways. (Hips firm.)

2. Trunk bending backward and forward. (Arms sideways stretch.)

3. Arm stretching sideways, upward, forward and downward, *twice* in each direction.

4. Leg raising sideways, with arm raising sideways.

5. Arm swinging downward and backward, with foot placing forward. (Arms forward and upward raise.)

6. **a.** Trunk turning. (Feet close, arms bend.)
   
   **b.** Trunk bending sideways. (Feet astride, neck rest.)

7. **a.** Marching.
   
   **b.** Balance march. (Hips firm.) (Fig. 100.)
   
   **c.** Running or game.

8. Arm raising sideways. (Slowly.)

9. Breathing. (Hips firm.)

### COMMANDS.

b. With heel raising and lowering, *slow* arm stretching upward by numbers —1—, 2—.

<table>
<thead>
<tr>
<th>Left (right) leg and arms sideways—raise. Feet and arms—change.</th>
</tr>
</thead>
</table>
| a. (Trunk to the left—*turn.*) Trunk forward and to the right—*turn.*  
| Trunk forward and to the left—*turn.* (Trunk forward—*turn.*) |
| b. Balance march, left foot—*begin,* 1, 2, 3, 4, 5, 6, 7, 8. |
| (On 1, 2 and 3, three ordinary marching steps are taken; on 4, the right leg is raised forward and is kept in this position during 5, 6, 7, 8. On 1, the movement is repeated beginning with the right foot.) |
TABLE 60.

EXERCISES.

1. a. Foot placing forward, outward and sideways. Heel raising. (Hips firm.)
   b. Head bending backward, with arm turning outward and inward.
   c. Breathing. Arm raising sideways and upward, lowering sideways and downward.

2. Trunk bending backward, arm flinging. Trunk bending forward and downward, with arm stretching upward. (Arms across bend.)

3. Arm stretching upward and forward, with turning to the left and right.

4. Heel raising and knee bending. (Foot outward place, arms sideways stretch.)

5. *Arm swimming. (Arms in swimming position, trunk forward bend.) (Fig. 101.)

6. Trunk turning. Arm stretching upward. (Arms bend.)

7. a. Marching.
   b. "Stork march."
   c. Skipping or game.

8. Arm raising sideways. (Slowly.)

9. Breathing. (Hands on chest.)

COMMANDS.


(Arms in swimming position—place. Trunk forward—bend.) Arm swimming—begin, 1, 2, 3. (Trunk upward—stretch. Attention.) (In this exercise the arms make the usual swimming movements.)
### EXERCISES.

1. **a.** Breathing. (Attention.)
   
   **b.** Heel raising and knee bending. Arm raising sideways and upward.
   
   **c.** Head bending backward and forward.

2. Trunk bending backward and forward. (Foot forward place, neck rest.)

3. Arm stretching upward, forward and downward, with turning to the right or left, on downward.

4. **a.** Breathing. **b.** Heel raising and alternate knee bending. (Feet astride, hips firm.) (Fig. 102.)

5. Arm swinging forward and upward, and forward and sideways. (Arm sideways raise, trunk forward bend.)

| Trunk falling backward. † (Kneeling, Hips firm.) |

6. **a.** Trunk turning. (Arms upward stretch.)
   
   **b.** Trunk bending sideways. (Neck rest.)

7. **a.** Game.
   
   **b.** Balance march.

8. Foot placing forward. (Slow. Neck rest.)


### COMMANDS.

With turning to the left on "downward," arms upward, forward and downward—stretch. (The first movement of the turn is made as the arms are bent before stretching downward, the turn is completed as the arms are stretched downward.)

Right leg and arms, forward—raise. Leg and arms—lower. Left leg and arms, forward—raise.


(Kneel—down. Hips—firm.) Trunk backward—fall. Trunk upward—raise. (Stand.)

a. (Arms upward—stretch.) Trunk to the left—turn. Trunk forward and to the right—turn. Trunk forward—turn. (Arms downward—stretch.)

b. Trunk to the right—bend. Trunk upward and to the left—bend. Trunk upward—stretch.

† See Appendix.
### EXERCISES.

1. **a.** Head bending backward, with arm raising sideways.
   
   **b.** Breathing. (Hands on chest.)
   
   **c.** Backward lunge. (Hips firm.)

2. Trunk bending backward and forward, arm stretching upward. Trunk bending downward. (Feet astride, arms bend.)

3. Alternate arm stretching upward and forward, sideways and downward.

4. Knee raising, leg stretching backward. (Hips firm.)

5. Arm swinging forward and sideways, with forward lunge. (Arms forward and upward raise.)

*Alternate leg raising* † (Lying, Hips firm.) (Fig. 103.)

or, Trunk falling backward. (Kneeling, Arms bend.)

6. **a.** Trunk turning. (Left arm bend, right hand neck rest.)

   **b.** Trunk bending sideways. (Feet astride, arms upward stretch.)

7. Skipping or jumping, or game.

8. Foot placing forward. (Slow. Neck rest.)


### COMMANDS.

c. Left (right) foot backward in lunge position—place. Recover—place.

[The position thus attained is identical with a forward lunge of the right (left) foot.]


**Left knee—raise.** Leg backward—stretch. Knee—bend. Feet—change, 1, 2.

(Lie—down. Hips—firm.) **Left** (right) leg—raise. **Leg**—lower. (Stand.)

† See Appendix.

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**PLATE XIII.**
TABLE 63

EXERCISES.

1. a. Breathing Arm raising forward and upward, lowering sideways and downward.

b. Foot placing forward and outward. Heel raising and knee bending. (Hips firm.)

c. Heel raising with slow arm stretching upward. (Arms bend.)

2. Trunk bending backward and forward, arm flinging. Trunk bending downward with arm stretching upward. (Arms across bend.)

3. Arm stretching sideways and upward, with a step forward and backward.

4. Heel raising and knee full bending. (Foot forward place, hips firm.)

or, Knee raising with arm raising sideways.

5. Arm flinging with backward lunge. (Arms across bend.)

*Prone falling.† (Figs. 104 and 105.)

6. Trunk turning and bending sideways. (Feet astride, arms sideways stretch.)

7. a. Marching on the toes with neck rest.

b. Running or game.

* 8. Foot placing forward. (Slow. Neck rest.)

9. Breathing. (Hips firm.)

† See Appendix.

COMMANDS.

Left knee and arms sideways—raise. Feet and arms—change.

Prone falling position—place, 1, 2. Attention—1, 2.

a. With neck rest, heels—raise. Forward—march. Class—halt, 1, 2, 3. (On 3, the arms are brought to the side and the heels are lowered.)
EXERCISES.

1. a. Head bending sideways. (Feet close, arms bend.)

b. Outward lunge. (Half left turn, hips firm.)

c. Breathing. Arm raising sideways and upward, lowering sideways and downward.

2. Trunk bending backward, arm stretching upward, trunk bending forward, arm stretching sideways and upward, trunk bending downward. (Feet astride, arms bend.)

3. Alternate arm stretching upward and downward, with a step forward and backward.

4. Heel raising and alternate knee bending. (Feet astride, neck rest.)

5. Arm raising and lowering. (Arms sideways raise, trunk forward bend.)

Leg raising, † (Lying, Hips firm.)

6. Trunk turning, trunk bending sideways. (Foot forward place, neck rest.)

7. a. Slow march. (Hands on hips.)

b. Game or skipping.

8. Foot placing forward. (Slow. Neck rest.)

9. Breathing. (Attention.)

† See Appendix.

COMMANDS.

b. [Feet full—open. With a half left (right) turn, Hips—firm.] Left (right) foot outward in lunge position—place. With turning, feet—change, 1, 2, 3.

(On 1, the left foot is brought back; on 2, a complete turn is made; on 3, the right foot lunges outward.)


With a step forward, right arm upward, left arm downward—stretch. With a step backward, right arm downward, left arm upward—stretch.

Legs—raise. Legs—lower.

(With left foot forward, neck—rest.)

### Table 65.

#### Exercises.

1. **a.** Breathing. Arm raising forward, and parting.
   - **b.** Head turning. (Hips firm, trunk forward bend.)
   - **c.** Knee bending and stretching, with arm parting. (Heels raise, arms forward and upward raise.)

2. Trunk bending backward and forward, arm stretching upward. Trunk bending downward. (Feet astride, arms bend.)

3. Arms stretching sideways, with turning to the left or right about.

4. Leg and arm raising sideways.

5. Arm swinging forward and sideways, forward and upward. (Forward lunge, arms forward and upward raise.)

   - **Prone falling.**† Foot placing forward and backward, or, Alternate leg raising.† (Lying.)

6. **a.** Trunk turning. Arm stretching upward. (Arms bend.)
   - **b.** Trunk bending sideways. (Left hand hip firm, right hand neck rest.)

7. Jumping over a rope with turning to the right or left about.

8. Foot placing forward. (Slow. Neck rest.)

9. Breathing. (Hips firm.)

#### Commands.

- **e.** Knee bending and stretching with arm parting by numbers—1, 2.

   - **To the left (right) about turn, and arms sideways—** stretch, 1, 2.

   - (With arm raising forward and upward, left foot forward in lunge position—place.) Arms forward and sideways—swing. Arms forward and upward—swing. Feet and arms—change. (Attention.)

   - (Prone falling position—place, 1, 2.) Foot placing forward and backward—1, 2. (Attention—1, 2.)

   - (The about turn is made as the body is in the air just before landing. For turning to the right, the jump is taken from the right foot.)

† See Appendix.
### TABLE 66.

<table>
<thead>
<tr>
<th>EXERCISES</th>
<th>COMMANDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a. Head bending backward, with arm turning outward and inward.</td>
<td>(With arms across bend, left foot backward in lunge position—<em>place.</em></td>
</tr>
<tr>
<td>b. Foot placing forward, outward and sideways. Heel raising and knee bending. (Hips firm.)</td>
<td>Arms—<em>fling</em>. Arms—<em>bend</em>. Feet and arms—<em>change</em>. (Attention.)</td>
</tr>
<tr>
<td>c. Breathing. (Attention.)</td>
<td></td>
</tr>
<tr>
<td>2. Trunk bending backward and forward. (Feet close, neck rest.)</td>
<td></td>
</tr>
<tr>
<td>3. Arm stretching downward, forward, sideways and upward, <em>twice</em> in each direction.</td>
<td></td>
</tr>
<tr>
<td><em>Or</em>, Knee raising, foot bending and stretching. (Neck rest.)</td>
<td></td>
</tr>
<tr>
<td>5. Arm flinging. (Backward lunge, arms across bend.)</td>
<td></td>
</tr>
<tr>
<td><em>Trunk falling backward.</em>† (Fig. 106.) (Kneeling.)</td>
<td></td>
</tr>
<tr>
<td>6. Trunk turning and bending sideways. (Arms sideways stretch.)</td>
<td></td>
</tr>
<tr>
<td>7. a. Fifth skipping exercise† or balance march.</td>
<td></td>
</tr>
<tr>
<td>b. Running or game.</td>
<td></td>
</tr>
<tr>
<td>8. Foot placing forward. (Slow. Neck rest.)</td>
<td></td>
</tr>
</tbody>
</table>

† *See Appendix.*
**TABLE 67.**

**EXERCISES.**

1. a. Breathing. Arm raising sideways and upward, lowering sideways and downward.
   
b. Alternate hips firm and neck rest with feet closing and opening.
   
c. Outward lunge. (Half left turn, hips firm.)

2. Trunk bending backward and forward. (Left hand hip firm, right hand neck rest.)

3. Alternate arm stretching sideways and forward, with a step to the right and left.

4. *Heel raising and knee bending. Head turning. (Foot forward place, arms bend.) (Fig. 107.)

5. Arm raising upward and lowering. (Feet astride, arms forward raise, trunk forward bend.)

   Side falling. *(Hip firm.)
   Or, Trunk backward falling.
   (Kneeling. Arms across bend.)

6. a. Trunk turning, arm flinging. (Feet close, arms across bend.)
   
b. Trunk bending sideways. (Feet astride, arms upward stretch.)

7. a. "Stork march." (Hands on hips.)
   
b. Game or skipping.

8. Leg raising forward. (Slow, Neck rest.)

9. Breathing. (Hands on chest.)

**COMMANDS.**

Trunk backward—*bend.* Trunk forward—*bend.*
Trunk upward—*stretch.* Arms—*change.*

With the left (right) hand, hip firm
side falling position—*place,* 1, 2, 3.
Turn—*over,* 1, 2. Attention—*1, 2, 3.*
(Turn over, 1, 2. On 1, the prone falling position is taken; on 2, the side falling position facing in the opposite direction.)

† See Appendix.
**TABLE 68.**

**EXERCISES.**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a.</td>
<td>Head bending sideways (Foot forward place, hips firm.)</td>
</tr>
<tr>
<td></td>
<td>b. Heel raising with <em>slow</em> arm stretching upward. (Arms bend.)</td>
</tr>
<tr>
<td></td>
<td>c. Breathing. (Hips firm.)</td>
</tr>
<tr>
<td>2. a.</td>
<td>Trunk bending backward, arm flinging. (Arms across bend.)</td>
</tr>
<tr>
<td></td>
<td>b. Trunk bending forward and downward. (Arms upward stretch.)</td>
</tr>
<tr>
<td>3.</td>
<td>Arm stretching upward with turning, to the right, or left, about.</td>
</tr>
</tbody>
</table>
| 4. | Heel raising and alternate knee bending. (Feet astride, arms bend.)  
   | Or, Knee raising, with neck rest. |
| 5. | Arm raising and lowering sideways. (Forward lunge, arms sideways raise.)  
   | *Prone falling, leg raising.* (Fig. 108.) |
| 6. | Trunk turning and bending sideways. (Neck rest.) |
| 7. | Jumping *or* skipping. |
| 8. | Leg raising forward. (Slow. Neck rest.) |

**COMMANDS.**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>With left knee raise, neck—rest. Knee and arms—<em>change.</em></td>
<td></td>
</tr>
<tr>
<td>(With arm raising sideways, left (right) foot forward in lunge position—place). Arms—<em>raise</em>, Arms—<em>lower</em>. Feet and arms—<em>change</em>. (Attention.)</td>
<td></td>
</tr>
</tbody>
</table>
| (Prone falling position—*place*, 1, 2.) Right (left) leg—*raise*.  
Leg—*lower*. (Attention.) |

† See Appendix.
### EXERCISES.

<table>
<thead>
<tr>
<th>Number</th>
<th>Exercise</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>a. Breathing. (Hands on chest.)</td>
</tr>
<tr>
<td></td>
<td>b. Foot placing forward, outward and sideways, heel raising and knee bending. (Neck rest.)</td>
</tr>
<tr>
<td></td>
<td>c. Head bending backward and forward.</td>
</tr>
<tr>
<td>2.</td>
<td>a. Trunk bending backward. (Toe support backward place, neck rest.)</td>
</tr>
<tr>
<td></td>
<td>b. Trunk forward and downward bend. (Arms upward stretch.)</td>
</tr>
<tr>
<td>3.</td>
<td>Alternate arm stretching upward and downward, with turning to the right and left.</td>
</tr>
<tr>
<td>4.</td>
<td>Leg circling. (Hips firm.)</td>
</tr>
<tr>
<td></td>
<td>Or, leg raising sideways, with arm raising upward. (Arms sideways raise.)</td>
</tr>
<tr>
<td>5.</td>
<td>Arm swimming. (Arms in swimming position, trunk forward bend.)</td>
</tr>
<tr>
<td></td>
<td>Leg raising.† (Lying.)</td>
</tr>
<tr>
<td></td>
<td>Or, side falling. (Neck rest.)</td>
</tr>
<tr>
<td>6.</td>
<td>Trunk turning, with arm raising forward and upward, and lowering sideways and downward.</td>
</tr>
<tr>
<td>7.</td>
<td>a. Marching with arm stretching upward, forward and downward.</td>
</tr>
<tr>
<td></td>
<td>b. Game or running.</td>
</tr>
<tr>
<td>8.</td>
<td>Leg raising forward (Slow. Neck rest.)</td>
</tr>
</tbody>
</table>

### COMMANDS.

<table>
<thead>
<tr>
<th>Number</th>
<th>Command</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>With heel raising and knee bending, foot placing forward, outward and sideways, left—right foot—begin 1, 2, 3, 4, 5, 6, etc.</td>
</tr>
<tr>
<td>2.</td>
<td>With neck rest, left foot backward on the toe—place. Trunk backward—bend. Trunk upward—stretch. Feet and arms—change. (Attention.)</td>
</tr>
<tr>
<td>3.</td>
<td>With turning to the left, left arm upward, right arm downward—stretch. With turning to the right, right arm upward, left arm downward—stretch.</td>
</tr>
<tr>
<td>4.</td>
<td>Leg circling by numbers, left (right) leg—begin, 1, 2, 3, 4 (On 1, the leg is raised forward; on 2, it takes the sideways raise position; on 3, the backward raise position, on 4, it is brought to Attention.)</td>
</tr>
<tr>
<td>5.</td>
<td>With arm raising forward and upward, trunk to the left (right)—turn.</td>
</tr>
<tr>
<td>6.</td>
<td>With arm lowering sideways and downward, trunk forward—turn.</td>
</tr>
<tr>
<td>7.</td>
<td>With arm stretching upward, forward and downward, forward—march.</td>
</tr>
</tbody>
</table>

†See Appendix.
### EXERCISES.

1. a. Head turning with slow arm stretching sideways. (Arms bend.)
   b. Toe lunge backward. (Hips firm.)
   c. Breathing. Arm raising forward, and parting.

2. Trunk bending backward, forward and downward. (Feet astride, arms upward, stretch.)

3. Arms stretching forward and downward, sideways and downward, upward and downward, twice in each direction.

4. Knee raising, leg stretching, backward and forward. (Hips firm.)

5. Arm flinging with outward lunge. (Arms across bend.)
   **Prone falling, Arm bending.**
   **Or, Trunk falling backward.**
   (Kneeling, Neck rest.)

6. * Sideways lunge. (Hips firm.) (Fig. 109.)

7. Upward jump with turning to the right or left about.

8. Leg raising forward. (Slow. Neck rest.)

9. Breathing. (Attention.)

### COMMANDS.

**TABLE 70.**

<table>
<thead>
<tr>
<th>EXERCISES</th>
<th>COMMANDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a. Head turning with slow arm stretching sideways. (Arms bend.)</td>
<td>b. Left (right foot backward in toe lunge position—place. Feet—change, 1, 2. Recover—place. (In this position the toe, and not the whole foot, rests on the ground, the knee and ankle being fully stretched.)</td>
</tr>
<tr>
<td>2. Trunk bending backward, forward and downward. (Feet astride, arms upward, stretch.)</td>
<td>(Prone falling position—place, 1, 2.) <strong>Arm bending and stretching by number—1, 2. (Attention.)</strong></td>
</tr>
<tr>
<td>3. Arms stretching forward and downward, sideways and downward, upward and downward, twice in each direction.</td>
<td><strong>Right (left) foot sideways in lunge position—place. Recover—place.</strong></td>
</tr>
<tr>
<td>4. Knee raising, leg stretching, backward and forward. (Hips firm.)</td>
<td>With turning to the left (right) about upward—jump, 1, 2 (3, 4), 5, 6. (The about turn is made before the feet touch the ground.)</td>
</tr>
</tbody>
</table>
| 5. Arm flinging with outward lunge. (Arms across bend.) | **Prone falling, Arm bending.**
   **Or, Trunk falling backward.**
   (Kneeling, Neck rest.) |
| 6. * Sideways lunge. (Hips firm.) (Fig. 109.) | **Left (right) knee—raise. Leg backward—stretch. Knee—bend. Leg forward—stretch. Knee—bend. Knee—change.** |

† See Appendix.
### TABLE 71.

#### EXERCISES.

1.  
   a. Breathing. (Hands on chest.)
   b. Head turning with alternate arm flinging. (Arms across bend, trunk forward bend.)
   *c. Outward lunge, with oblique arm stretching. (Arms bend.) (Fig. 110.)

2. Trunk bending backward. (Foot forward place, neck rest.) Trunk bending forward and downward. (Foot forward place, arms upward stretch.)

3. Arm stretching upward, forward and downward, with turning to the left (right) about, on downward.

4. Heel raising and knee full bending, arm raising forward and upward, lowering sideways and downward.

5. Arm raising and lowering. (Arms sideways raise, trunk forward bend.)

6. Trunk turning and bending sideways. (Feet close, neck rest.)

7.  
   a. Sixth skipping exercise† or balance march.
   b. Game.

8. Leg raising forward. (Slow. Neck rest.)


#### COMMANDS.

1. With oblique arm stretching, left (right) foot outward in lunge position—place. Feet and arms—change, 1, 2.


† See Appendix.
### TABLE 72.

#### EXERCISES.

1. **a.** Head bending sideways. (Feet close.)
   
   **b.** Forward lunge, with foot changing forward. (Hips firm.)
   
   **c.** Breathing. Arm raising sideways.

2. Trunk bending backward, forward and downward. (Arms upward stretch.)

3. Alternate arm stretching upward and sideways, forward and downward.

4. Leg and arm circling.

5. *Arm parting.* (Toe lunge backward, arms forward raise.)
   
   (Fig. 111.)

   **Prone falling, Leg raising,† or Prone falling, Arm bending.**

6. Sideways lunge. (Hips firm.)

7. **a.** Jumping or marching with arm stretching forward and sideways.
   
   **b.** Game or skipping.

8. Leg raising forward. (Slow. Neck rest.)


#### COMMANDS.

b. (Feet—change, 1, 2. **On i,** the back leg is brought forward to Attention; on 2, the same leg takes the forward lunge position.)

**Leg and arm circling, left (right) foot—begin, 1, 2, 3, 4.**

(Arm circling. On 1 and 2, the arms are raised forward and upward; on 3 and 4, they are lowered sideways and downward.)

(With arm raising forward, left (right) foot backward in toe lunge position—place.) **Arm parting by numbers—1, 2. Feet and arms—change.** (Attention.)

† See Appendix.

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PLATE XIV.
CHAPTER VIII.

THE INFANT SCHOOL.

The character and degree of instruction in Physical Exercises in Infant Classes, that is, generally speaking, of children under 7 years of age, as in other subjects, is a matter which may to some extent be left to the discretion of the teacher. These children should have extremely short and varied lessons, as they are physiologically incapable of keeping their attention on one subject for long at a time, and any attempt to force the immature brain to do work for which it is not yet fit, results in nerve strain and fatigue and may seriously retard subsequent progress at school. Infants cannot be expected to sit still as long as older children, and must therefore be allowed plenty of scope for free movements. They should not stoop over their work nor should they bring it nearer the eyes than 10—12 inches. No work on a small scale, such as fine sewing or writing between narrow lines, which requires exact accurate movements or is liable to cause eye-strain, is to be approved in an infant school. Free arm drawing, from the standing position, on blackboards or wall surfaces, may be regarded as a valuable variety of physical exercise for such children. Intervals for play and organized games should be frequent, and simple nutritive exercises, such as marching or running, are very useful. The exercises should be quick rather than slow, free rather than constrained, large and massive rather than fine—simple, rhythmic and easily learned. It is also very desirable that the liking for definite games should be established at an early age, and the children should be encouraged to play these rather than to spend their free time in aimless running about the playground.

Accuracy or precision of movement is hardly to be expected from infants. The exercises should be of the massive type, so that large groups of muscles only are used, and breathing exercises should also be frequently given. In these Infant classes music should be used as far as possible; the exercises are more easily performed to a definite rhythm, the fatigue is consequently diminished and the enjoyment greatly increased. Until the age of five years it is well to limit Physical Exercise to free play and games with occasional marching, running, and breathing exercises. From five to seven years of age some preliminary instruction may be given to prepare the child for the more formal lessons taught in the other departments of the school.

General Directions.—The lesson must be short, 15 minutes being long enough for infants. It should be made as interesting and varied as possible, and no exercise should be repeated more than two or three
times in succession. The exercises should be chosen for their general effects on nutrition as a whole, and for their power to stimulate respiration and circulation. Slow movements should not be attempted. At the same time, it must be constantly remembered that young children readily become fatigued, and therefore ample opportunity for resting must be allowed.

Commands.—Directions to infants should never take the form of a definite "command." The exercise should be explained or described in the ordinary speaking voice, and the children may then be told to begin. Commands, as given to older children, tend to exact a certain precision of execution, which is never needed in the Infant school. The teacher should herself illustrate the exercise and may perform it with the children.

Faults should not be too strictly corrected, as perfect positions are not to be expected or desired. Too much correction wearies the children and detracts from the recreative effect of the lesson.

No systematic attempt should be made to teach Order movements; the children may be placed in position or may be given their numbers by the teacher.

Though it is not necessary in the Infant school to teach the exercises in the definite order and sequence given in the Tables, it may be convenient to consider the suitability of the exercises in each group for young children.

Introductory Exercises.—"Head bending forward and backward," or "Head turning" may be taught. "Marking time," especially with knee raising, is a useful leg movement. "Feet closing and opening" and "Feet astride placing" may also be used.

Easy commencing positions, such as "Hips firm" or "Arms bend," may be taken as exercises.

2. Trunk bending backward should not be taught to infants because considerable strain attaches to its correct performance. "Trunk bending forward and downward" is easily done by young children and may be given comparatively often.

3. Arm bendings and stretchings.—Any simple movements, upward, downward, sideways or forward, may be taught. They must, however, be taken more quickly, and less precisely than with older children. Instead of keeping the fingers extended, the fists may be loosely clenched.

4. Balance exercises are unsuitable for infants as the brain centres are as yet too undeveloped to profit by such movements. "Heel raising and lowering" may, however, be taught as it is quite easily performed.
5. **Marching and running.**—These vigorous movements are perhaps more important in the Infant school than any others. They bring into action all the muscles of the body and afford relief from the weariness caused by sitting at a desk. "Astride jumping" and "running on the spot" can easily be done by young children.

**N.B.**—Shoulder-blade exercises, Abdominal exercises, Trunk turning or bending sideways or backward, and Balance exercises are not suitable for infants.

6. **Breathing Exercises** form an extremely necessary part of the lesson and may be given freely between the other exercises. Whenever possible, the lesson should be commenced with "handkerchief drill" to ensure a free passage for the air through the nose. Breathing may be taken with the "Hands on the chest," or in the "Hips firm" position, and in this exercise little children may be directed to breathe audibly, keeping the mouth shut during expiration as well as inspiration.

**Games for Infant Schools.**

1. **Hammering.**—Feet sideways—place. Then the hands are clenched one before the other above the head. "Hammering—begin! stop!" The arms and body are swung forward and downward quickly, then upward again.

2. **Kneading dough.**—Feet sideways—place. Fists clenched, elbows bent and drawn well back. Body bent slightly forward. Then alternate arm stretching downward with strong twist of trunk from side to side. "Kneading—begin! stop!"

3. **Sawing.**—Left foot forward, with the knee slightly bent and the left hand placed on it. This forms the sawing bench. The right hand, which is supposed to hold the saw, is carried far back with elbow bent and trunk twisted well round. "Left foot forward with knee a little bent! Left hand on the knee! Right hand ready to saw! Begin! Stop!" At "begin," the right arm is thrust forward and downward over the "Sawing bench," and the body is twisted with it. Then the right elbow is drawn back and the body twisted back. Small children may make a hissing noise to represent the noise of the saw. Change feet and arms.

4. **Marching with Hand Clapping or Stamping.**—This is used to get the correct rhythm in marching. Example: "with hand clapping (stamping) on every 3rd (5th) step, forward—march!" or "with four ordinary steps, then four with hand clapping (stamping), forward—march!"
5. **Giants and Dwarfs.**—"Giants and dwarfs, forward—march!"

Four steps on the toes with the arms stretched above the head, then four steps with knees bent and hands on the hips.

6. **Seven League Boots.**—Start from one side of the hall and go to the other with the least possible number of steps, each step a jump, the arms swinging alternately forward and backward, body inclined forward.

7. **Crow Hop.**—Heels raise and knees bend as far as they will go. Keep the back quite straight. Then hop forward with both feet together. At first only one hop at a time, later 2 or 3 hops in succession; finally several hops, but the children should stop before they become breathless. The children can also hop round each other in pairs, or round in a ring holding hands.
APPENDIX.

SUPPLEMENTARY PHYSICAL EXERCISES.

ABDOMINAL EXERCISES.

It will be obvious that these exercises, with the possible exception of the first, are inappropriate for girls unless they are wearing suitable gymnastic costume.

1. Trunk falling backward—(kneeling position).

The children first kneel down, and the body is then inclined backward from the knees. The spine must not be bent, the back must be straight, and the head must be kept in line with the body (see Fig. 106). This exercise is most easily performed with the hands in the position of "Hips firm," and progression may be made by altering the position of the arms.

Commands:

Trunk backward—fall.
Trunk upward—raise.

2. Lying—Alternate leg raising.

The children first lie down on their backs, with the heels together. The legs are raised in turn from the floor, the knees being kept straight (see Fig. 103). The arms may be in the "Hips firm" position, or in the "Neck rest" or "Upward stretch" positions.

Commands:

Left (right) leg—raise.
Feet—change, 1, 2.

(On 1, the left leg is lowered and on 2, the right leg is raised.

3. Lying—Leg raising.

The children lie flat on the floor as in the preceding exercise. On the command "Legs—raise," both legs are simultaneously lifted from the floor (see Fig. 40). The legs should at first be raised as far as possible to about a right angle, the knees being kept straight. Later on they should be raised to about an angle of 45° with the floor. Progression is also made by increasing the time during which they are maintained in position. The arms should at first be in the "Hips firm" position, and progression may be made from this to more difficult positions of the arms.

Commands:

Legs—raise.
Legs—lower.

4. Prone Falling.

This position is arrived at by two movements. (1) The heels are raised and the knees bent as far as possible, while the hands are placed on the ground with the arms on the inner side of the legs, the fingers being flat on the floor and directed somewhat inwards (see Fig. 41). (2) The feet and legs are then made to spring back so that the body rests on the palms of the hands and the toes (see Fig. 42).

In the second position care must be taken that the knees are not bent and the body is straight. The head should not be allowed to fall forward, and there must be no "hollow back."
The position of "Attention" is resumed by reversing the movements.

Commands:

**Prone falling position**—**place**, 1, 2.
**Attention**—1, 2.

5. **Prone falling with Foot placing forward and backward.**

   Prone falling may occasionally be taken quickly, especially with young children, and may be varied by "jumping" the legs forward and backward from the second to the first position several times in quick succession.

Commands:

**Prone falling position**—**place**, 1, 2. **Foot placing forward and backward**—1, 2.

6. **Prone falling with Leg raising.**

   The Prone falling position is first taken, and the legs are then raised alternately, the knees being kept straight (see Fig. 43).

Commands:

**Left (right) leg**—raise.
**Leg**—lower.

7. **Side falling.**

   This exercise follows Prone falling. After the Prone falling position has been taken, the body is turned to the right or left facing forward or backward, so that the whole weight rests on one hand only (see Fig. 44). The free arm may be in the "Hip firm," or "Neck rest," or "Upward stretch" position. Care must be taken that only the lower foot touches the floor, the upper foot resting upon the lower one.

Commands:

**With left (right) hand Hip firm, side falling position**—**place**, 1, 2, 3.
**Turn**—over, 1, 2.

(On 1 and 2, the Prone falling position is taken; on 3, the body is turned into the side falling position with the left hand Hips firm.)

8. **Prone falling—Arm bending.**

   The Prone falling position is first assumed in the usual manner, and the arm bending and stretching is taken from this position.

Commands:

**Arms—bend.** **Arms—stretch.**

On the command **Arms bend**, the body is lowered, with the elbows turned out and the back straight until the face almost touches the floor. On the command **Arms stretch** the arms are straightened, and the Prone falling position is resumed.
Fig. 40.

Fig. 41.

Fig. 42.

Fig. 43.

Fig. 44.

Fig. 45.
SKIPPING EXERCISES.

For girls, skipping will be found particularly valuable when only a limited amount of time can be spent in vigorous movement. It also has the advantage of giving exercise to all parts of the body at the same time. The rope should be turned backwards, and the arms kept fully extended on a level with the shoulders, so that the chief movement takes place at the shoulder joint and not at the wrist (see Fig. 45). Children should not be allowed to turn the rope forwards, or to bend the elbows and so keep the arms close to the body, because such methods tend to constrict and narrow the chest. The skipping should be done with flexible knees and there should be a small rebound between each skipping step to prevent any jarring. Most children enjoy skipping and will readily practise it out of school in their free time.

1. Feet at the position of Attention. Spring on the toes, keeping both feet together, and allow the rope to pass underneath; then give a small rebound with bent knees, the toes being slightly raised from the floor before the second skip is begun.

2. The feet are alternately raised in front with pointed toes and straight knees—while two hops (one and a rebound) are given on the other foot.

3. This exercise is similar to No. 2, but the toe of the foot which is raised should tap the floor twice each time the rope is turned.

4. Give two hops on the left foot.
   On the first hop place the right foot behind the left leg, the knee being well turned out.
   On the second hop stretch the right leg outward with the knee stretched.
   Repeat, hopping on the right foot.

5. Hop and rebound, crossing the feet alternately, the right foot may first be in front, and then the left. The feet are uncrossed and changed after the rebound each time the rope is turned.

6. Hop on the left foot and stretch the right leg in front with pointed toe.
   Repeat the hop on the left foot and raise the right knee keeping the toe pointed to the floor. Change the feet and repeat, hopping on the right foot.
BREATHING EXERCISES.

FOR "MOUTH-BREATHERS."

All the exercises are to be done

(1) With as little clothing on as is convenient;
(2) With as much fresh air present as is possible;
(3) From the position of "Attention," that is,
   Standing with
      the body and head erect,
      the chin slightly drawn in,
      the chest expanded,
      the shoulders square to the front, and slightly drawn back,
      the eyes looking straight forward,
      the arms hanging loosely,
      the elbows directed backwards,
      the fingers and thumbs extended, close to one another, and touching the thighs with their palmar surfaces,
      the knees well braced back,
      the heels together,
      the toes turned out, so that the feet together form about a right angle,
      the weight of the body on the fore part of the feet;
(4) With the lips tightly closed (the teeth not clenched however), so that the breathing may be entirely through the nose, both in inspiration and expiration.

The exercises should be performed twice a day, each exercise three times at first, increasing gradually to six, until the habit of breathing through the nose is acquired.
EXERCISES.

I. 1. Slow breathing (Attention).
    2. Slow breathing with heel raising.

II. 1. Slow breathing with arm raising sideways.
    2. Slow breathing with arm raising sideways and heel raising.

III. 1. Slow breathing with arm raising sideways and upwards.
     2. Slow breathing with arm raising sideways and upwards and heel raising.

IV. 1. Slow breathing with arm raising forward.
     2. Slow breathing with arm raising forward and heel raising.

V. 1. Slow breathing with arm raising forward and upward, sideways and downwards.
     2. Slow breathing with arm raising forward and upward, sideways and downwards and heel raising.

Note.—Breathe in deeply as the arms are raised, filling the lungs completely. Breathe out as the arms are lowered, emptying the lungs as completely as possible.
The value of introducing games into a scheme of physical training has already been referred to, and by no means the least service a school can render is to implant in the children a love for healthy and wholesome play. The recreative effect of games is always of great importance, as through them so much can be done to make the lives of children brighter, more joyful, and less monotonous. The educational effect on the mind and character is equally valuable. Children can learn more easily perhaps in this way than in any other the value of co-operation with others, and the need to sacrifice when necessary personal desires and wishes for the common good; the faculty of imitation is at the same time developed, and the habit of obedience is encouraged. Even the little children can thus learn unselfishness and the control of their own feelings.

There is also the actual physical effect on the body as a whole, and in this connection it may be remembered that in playing games it is possible to procure a considerable amount of muscular exercise with comparatively little effort and fatigue, this being in a great measure because the exercise is spontaneous and thoroughly enjoyed.

It may be added that all games should be played in the open air whenever possible, and that for growing children games which employ both sides of the body equally are preferable to games in which the movements tend to be one-sided.

A few examples of typical games are described briefly below:

**Running Games.**

1. Fill the Gap (or Running the Circle).—The children form a circle, holding hands. One player running round the outside of the circle touches another, who at once starts running in the opposite direction, each child trying to get back to the vacant place first. The unsuccessful player continues the running, touching another child. To vary the game, the two running round the circle may be directed, when they meet, to bow or courtesy three times, to shake hands, or to turn completely round before going on, etc.

2. Cat and Mouse (or Rat).—The children join hands and stand in a circle with the "Cat" outside and the "Mouse" inside. On the word "Go!" the Cat then tries to catch the Mouse, following him exactly as he runs in and out of the ring, passing between the other players under their clasped hands.

The players in the ring move round and allow the Mouse to pass freely in and out of the ring by raising their hands, while they try to prevent the Cat from following him by lowering their hands. As soon as the Mouse is touched, the last two players in the circle who let the Cat pass between them become Cat and Mouse.

Instead of standing in a circle the class may form in open ranks with hands joined, the Cat and Mouse standing at corners diagonally opposite. On the command left (or right)—turn, the children turn and again join hands, the direction of the parallel spaces between them being thus reversed. The Cat and Mouse must always run along these spaces, and may not pass under the joined hands of the other players. The positions may be altered as often as desired, and the game is thus made more difficult and interesting to older children.
3. *Twos and Threes.*—The children form a circle, arranged in pairs, one child standing behind the other and looking towards the centre, the couples being some six to eight feet apart. Two children are chosen, one to run and the other to catch. The runner may stop in front of any pair, and then the child at the back must at once run on in his place and may try to save himself in the same way. If he is touched before he can do this he takes the place of the catcher, who runs in front of another pair. The players may also be formed in two circles, each pair of children facing one another with a space between them. Instead of running in front of the pair, the child who is being pursued runs between them, turns his back to whichever one he chooses, and it is then the turn of this latter child to run on in his place.

4. *Fox and Geese.*—One of the players is chosen as the "Fox." The others form a line, one behind the other, with their hands on each other's shoulders. The player at the head of the line is the "Goose-man," and has to protect the geese. The goose-man raises his arms sideways and the fox stands in front of him. At the word "Go!" the fox tries to run round behind the goose-man and touch one of the geese. The goose-man, followed by the geese, tries to prevent this by keeping the fox always in front of himself. When a goose is touched he becomes fox, the former fox becomes the goose-man, but takes his place at the other end of the line, every one turning round. If the line is broken it must be re-formed as quickly as possible, but the fox may catch anyone in the broken tail.

5. *Borrow a Light.*—(Apparatus: a broomstick.) One player is chosen to wander round, and find some one to "give him a light." For each of the other players a small circle is drawn on the floor with chalk, in which he stands. The circles can be arranged in a ring or placed irregularly. The wanderer, provided with a stick, stands before one of those "at home" in a circle, raps with his stick on the ground, and says: "Can you give me a light?" The other replies: "Ask my neighbour!" The wanderer then passes on and tries another, and so on. While this is going on, the other players stealthily change places. If the wanderer succeeds in occupying an empty circle, the player, who is now without a "home," must do the wandering. If the wanderer has gone round to all the players without getting a place, he throws his stick away and shouts: "The light is out!" Then all must change places at the same time, during which the wanderer takes possession of a circle, and the player without one picks up the stick and wanders round to get a light.

6. *Hawk and Doves.*—Two enclosures, the dovecotes, are marked out on the floor 30 or 40 paces apart. One player is chosen as the hawk, the others are the doves. The doves take their places in one of the cotes, the hawk stands midway between the cotes. The hawk now claps his hands to frighten the doves out of the cote. These run, one at a time, or several together, towards the other cote. Those that are touched by the hawk on the way become hawks. All the hawks now join hands and proceed to catch the remainder until all are caught. If the doves hesitate to leave the cote after the hawk has clapped his hands, he may call: "Out or in, or I shall come in and catch you!" after which he can catch the doves in the cote. In starting the game afresh the first player caught becomes the hawk.

**Jumping Games.**

7. *Stepping Stones.*—Two lines are drawn on the ground, 20 to 30 paces apart, to represent the banks of a river which lies between them. Across the river thus formed a number of small circles to represent stepping-stones are drawn at irregular intervals and in an uneven zig-zag, so that a good jump is required to get from one to another. The players divide into two teams and assemble on one bank.
here, one at a time, they run quickly across to the other bank by jumping from one stepping-stone to the next. Only one foot may touch each “stone,” and if a player lands outside a circle he is “drowned,” and stands aside in the stream. The team which gets the largest number over safely wins.

8. Jumping the Swinging Rope.—(Apparatus: A rope about 20 feet long with a small bag stuffed with horsehair or tow attached to one end.) A circle is drawn on the ground and the players stand upon it about 4 feet apart and facing inwards or along the circle. One player is chosen to swing the rope, which he does from the centre. Keeping the rope low down, he swings the bag round inside the circle until it has got up some speed. He then lets out the rope so that it passes under the feet of the other players as they jump over it in turn. If anyone fails to jump at the right moment and stops the rope he changes place with the centre man. No player, however, must be allowed to remain long in the centre, because the work of swinging the rope is exhausting.

9. Leap Frog.—The players are arranged in a ring or a line. Those “showing a back” should stand either with their backs to the jumpers and their feet astride and a hand on each knee, or turned sideways with one foot forward and both hands on the advanced knee.

BALL GAMES.*

10. Out and In.—(Apparatus: A ball about the size of a tennis ball or a bean bag.) The players form a ring, 5 to 8 paces from each other. The ball is thrown from player to player until someone drops it. The one who does this is “out” and leaves the ring. The next player picks up the ball and throws it on again. The object of the player “out” is now to run round the outside of the ring following the ball, and when someone else drops it, to try and pick it up himself. If he succeeds he gets “in” again and takes the place of the other player who is now “out.”

11. Chase Ball.—(Apparatus: Two balls or bean bags about the size of tennis balls, preferably soft; one may be red and the other blue. This game can be played either in a ring or in two lines.)

(a) Chase Ball in a Ring.—The players are divided into two equal teams, the “reds” and the “blues,” each with its leader. The whole form a ring of alternate “red” and “blue,” with 4 to 6 paces between the players. The two leaders are at opposite sides of the ring and each holds a ball. At the word “Go!” each leader throws his ball to the next player of his own team on his right, who at once throws it on to the next, and so on, the balls chasing each other round the ring until one catches up and passes the other. If anyone drops the ball he must pick it up and return to his place before passing it on. The winning team is that which makes its ball pass the other. When the game is restarted the balls are thrown in the opposite direction. The game can also be played as follows:—When the ball has passed round the ring and comes back to the leader he calls: “Blue one!” or “Red one!” as the case may be, the next time he calls: “Blue two!” and so on, up to 3 or 5 as agreed upon. The team which first reaches the agreed number wins.

(b) Chase Ball in Two Lines.—The players form two lines facing each other at 8 to 12 paces. Each line is composed of alternate “reds” and “blues,” the “reds” of one line standing opposite the “blues” of the other. There should be an interval of an arm’s length between the players in each line. The balls are held by the two

* Ball games may be played with bean bags instead of balls. The bags should be made of bright coloured material and should be about six inches square. They must not be filled too full of beans, but each may contain about half a pound.
leaders at the end of the lines. At the word "Go!" they throw the balls across to the next player of their own team in the opposite line, and so on till the balls reach the other end of the lines, when they are returned in the same way to the leaders. As soon as a leader gets the ball back he calls "Blue one!" or "Red one!" and at once throws it as at the beginning. This is continued until the ball has returned to the leader a given number of times, to be agreed upon. The team which first reaches this number wins. In this and the preceding game, if the two balls hit together the players who threw them must pick them up, and return to their places before continuing to throw.

12. Rolling Chase Ball.—[Apparatus: Two big balls; footballs are good or bean bags may be used.] The players of each team form a line, one behind the other. The two lines should be 8 to 10 paces apart. The leader at the head of each team holds a ball in both hands. At the word "Go!" everyone stretches his arms above his head, and the leader of each line, holding the ball in his upstretched hands and keeping the body erect, lets go the ball, which is caught by the next player behind, who passes it backwards in the same way, and so on until the last player in the line receives it. The latter at once runs with the ball to the head of the line and continues the passing of the ball as before. The game continues in this way until one line has regained its original order, i.e., with the leader in front, when that team wins. There must be no turning of the body in passing the ball, which must go straight backwards over the top of the head, and no one must look behind him. If anyone drops the ball he must run and pick it up and return to his place before passing it. Everyone must pass the ball, and if anyone fails to touch it as it passes over him, the ball must be passed back to him again. When the game is well played the ball appears to roll over the players' heads, hence its name.

13. Tower Ball.—(Apparatus: Three broomsticks tied together, and a football or other big ball.) Three sticks are tied together in the middle, and their ends spread out so that they will stand upright. These are placed in the centre of the ball or playground and form the tower. One of the players is chosen as the defender of the tower. The others are the attackers, and stand close together in a ring round the tower. The attackers try to knock the tower down with a football, which they kick along the ground. The defender kicks the ball back to the ring. If it passes out of the ring the player on whose right hand it passed must run after it, and place it in front of the next player on his right, who now has the right to kick it. When an attacker succeeds in knocking over the tower, he becomes the defender. If the defender accidentally knocks over the tower himself he loses his place, which is taken by the attacker who last kicked the ball. The game can be varied by the attackers throwing the ball, and the defender hitting it away with a stick.

Miscellaneous Games.

14. French Blind Man's Buff.—The children form a circle and each is given a number. One child is blindfolded and stands in the centre of the circle. He then calls out any two numbers, and the children having these numbers must at once change places. While they are changing, the "blind man" endeavours to catch one of them; if he succeeds, he takes the place of the player he has caught, while the latter is blindfolded in his turn.

This game may also be played in the class-room with the children seated at their desks. The "blind man" stands in front of the class, and calls two numbers, the corresponding children at once stand up and answer "Here." The "blind man" then says "Go!" and they change places, passing down the aisles as quietly
as possible and crossing in front of the class in order to give the "blind man" a chance of catching one of them. Two pairs of children may simultaneously change places.

Among other Games may be mentioned "Contest" Games, such as Tug-of-War, which can be played in various ways; Races; Battledore and Shuttlecock, in which the right and left hand should be used alternately; Rounders, a useful playground game; and Basket Ball, which is of great value when the necessary apparatus can be provided. There are also a number of Singing Games, such as "London Bridge," which are suitable for little children.