

SCHOOL  
GYMNASTICS  
WITH LIGHT  
APPARATUS

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JESSIE H. BANCROFT

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PART I  
FIRST, SECOND, THIRD,  
AND FOURTH YEARS

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# SCHOOL GYMNASTICS

WITH LIGHT APPARATUS

BY

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OF NEW YORK CITY, BOROUGH OF BROOKLYN

PART I

FIRST, SECOND, THIRD, AND FOURTH YEARS

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## COURSE OF INSTRUCTION

### FOR BOYS AND GIRLS :

First series, first school year, second half, dumb-bells, $\frac{1}{4}$ pound	25
Second series, second school year, second half, wands, 3 feet .	57
Third series, third school year, second half, dumb-bells, $\frac{1}{2}$ pound	91
Fourth series, fourth school year, second half, wands, $3\frac{1}{2}$ feet .	133





## Publisher's Note

THE course of lessons herewith presented for public school use is in two divisions — free hand and light apparatus exercise respectively. Each of these divisions is a complete course in itself, covering eight grades of work from the lowest primary to the highest grammar. The free hand work can be used in the regular classroom, though a special room is obviously desirable. The apparatus work necessitates free floor space.

Each grade of work is arranged in eighteen lessons, extending over half of the school year. This does not cover the entire term of most school sessions, as it is considered best to use review work during times of examination and promotion, rather than to tax pupils with new exercises at such times.

While each course is complete in itself, the two kinds of work are designed to be interchanged — half of the school year to be devoted to free hand exercise and the succeeding half to the apparatus.

In grading the exercises each free hand series is used as the foundation for the movements of the apparatus work for the same year, which in turn, in the greater variety and freedom of its exercises, forms an advance upon the last series of free work.

Both courses prepare for the heavier work of the gymnasium.



## Introduction

THE course of school gymnastics with light apparatus here presented supplements the course of free gymnastics contained in *School Gymnastics, Free Hand*. The course of free work comprises eight series or grades of lessons, each covering one half of the school year. The completed plan uses apparatus for the second half of each school year. In the full course, therefore, the free work alternates with the apparatus work throughout the eight years of the elementary school.

The reasons for this alternation lie in the superiority of free work for the correction of posture, which is the main object of school gymnastics, and in the superiority of apparatus work for physiological results, for the cultivation of skill, and for the holding of interest and attention.

In free gymnastics the concentration of attention upon the muscular sense, and especially upon the strong resistance of antagonistic muscular groups, results in greater expansion of the chest, and better carriage of the shoulders, head, spine, etc., than is apt to come from apparatus work alone. Too much emphasis cannot be placed upon the question of posture in any exercise intended for schools. The constant conditions of school life are such as tend to cultivate and fix what has been called the fatigue position, — a position in which the chest is contracted and flattened, the shoulders rounded forward, and the head and hips protruded forward. This is the typical school attitude where corrective gymnastics are not taken. The habit of incorrect position implies in the child a distorted muscular sense — the habitual feeling of a "dispro-

portionate contraction and relaxation in opposing groups of muscles. A new adjustment of the muscles, and its maintenance until correct posture becomes a habit, cannot be accomplished without a conscious effort on the part of the pupil. This effort is better concentrated in free gymnastics. The limitations of free work are reached, however, when the pupil's interest flags because the work seems to him "too easy." The motor powers want instinctively some outlet requiring greater skill, more muscular strength, and greater range of movement than is possible without apparatus. By accustoming the body to correct form in typical movements without apparatus, the power of correct position may be used as a foundation for apparatus exercise without danger of cultivating incorrect positions.

Apparatus work is advisable because it is more stimulating to the circulation, respiration, and other physiological processes, than free work. This effect comes partly through the resistance of the weight to muscular action, which induces a greater activity in the processes of waste and repair, and partly through the greater range and more vigorous character of the movements. Apparatus work is also advantageous because of the greater control of the bodily powers gained in the skill required to handle the apparatus itself. All of these factors tend to increase the pleasure and the interest in exercise — features of the work that are of great importance.

Fixed and heavy apparatus is not practicable for elementary public schools, where there are forty or fifty pupils in a class, only fifteen or twenty minutes for the entire lesson, and where special gymnastic dress is impossible. This reduces the available apparatus to the lighter, movable pieces, such as dumbbells, Indian clubs, wands, etc., etc. The course here presented differs radically from some features characteristic of most apparatus exercise. Excessive arm work is usually found in such exercise. In this course all-over work is a cardinal principle. Every exercise for the arms is combined with work

for the legs or trunk. The "series" form of exercise, used in a slighter degree in the free hand course, is used exclusively in this apparatus course. In this series work three exercises, as for the arms and trunk and their combination, are taken in rapid succession, without a pause for commands between them, so that a maximum of exercise is possible in a given period. By breaking the work into these series, instead of putting it into a longer, continuous drill, as is customary in apparatus exercise, the automatic element, which leads to poor posture, and the strain upon the memory to recall "what comes next," are done away with. By this series method progressive work from week to week is also possible, at least one new series being introduced into each lesson in place of the simpler one which prepared the way for it. The same general lesson plan is pursued as in the free work, the first series being for the extremities, the arms, legs, and their combination, the next for balance work, and the third trunk work. Provision is also made for running and for breathing exercises. The table thus forms a gradual progression to the work that makes a maximum demand upon the physiological powers.

Gymnastic exercise of any description should never be considered a substitute for a recess period. Active games in a recess period should be part of the physical training of every school child.

In the sixth and eighth years of the course here presented, different series of work are given for boys and girls. An alternative, suitable for mixed classes, is also given. There is no reason why girls should not take the exercise designated for boys, if properly dressed for it. Many of the exercises, however, call for greater freedom of movement than is possible in the usual school dress of girls of the age implied.

## Explanatory Notes

**1. Period for Exercise.**—The lessons are designed to occupy at least fifteen minutes daily. This period includes the time required for passing to and from the gymnasium.

The most advantageous time for the lesson is in the middle of the afternoon session. Next to this in desirability is a period between the morning recess and the noon intermission.

**2. Each Lesson** is to be used one week, that of the previous week being discontinued. When the continuance of an exercise is deemed necessary for physiological reasons, it is included in the new lesson. No effort should be made to have the children keep in mind any exercises not so indicated.

In conducting the lesson, the order in which the exercises are arranged should be strictly adhered to.

The work will be greatly facilitated if the teacher will memorize the lessons. This is much less formidable than at first appears, as the general order in which the exercises are arranged is the same in all lessons, and generally only one new series is introduced each week. The teacher will then be free to observe her class, and the rapid succession of the exercises will be more nearly assured.

**3. Place for Exercise.**—The gymnastics with light apparatus are designed to be taken on free floor space. In primary grades each pupil should have at least sixteen square feet of space, or an area measuring four feet square; in grammar grades each pupil should have at least thirty six square feet, or an area

six feet square. While a gymnasium is highly desirable, the exercise can be taken in corridors, assembly, and playrooms, where light, ventilation, and floor space are sufficient. In mild weather work in the open air is desirable.

**4. Floor Formation.**—The manner of taking places on the free floor space is of much importance, as much time may be lost. Several modes are possible. A choice will depend largely upon the age of the pupils, the shape of the room, and the convenience with which the apparatus can be procured while passing to place. Floor marks should never be depended upon. The first lesson should be devoted entirely to drill upon floor formation. From the time the pupils stand in the class-room until they return to it again, all facings and marching should be according to the military tactics hereinafter described.

The simplest method of floor formation is that in which the pupils march into the room in single file, each taking apparatus while passing to place. One line of pupils, still in single file, should march across the rear of the room and turn toward the front on the farther side. Each pupil in the line should pause at his own place, which should be more than arm's length from the pupil next in front, or according to the spacing indicated in the third note. This first line should serve as a guide for spacing to all other lines. The leaders of the successive lines should turn and march to the front at proper intervals from the lines preceding them. All should mark time at their places until the command to halt is given to the entire class. This is the simplest method of taking places upon the floor, and it is particularly adapted to the youngest pupils, though they can also be taught other formations.

Another method of formation is for the leaders of each line to march across the rear of the room, face toward the front at the proper places for their lines, mark time until all of the leaders are in line, and then all march forward in rank to the front. Those whose places are next behind them in their

respective lines should march in rank to their places in the same way, and so on until all are in place.

By yet another method all pupils should march to the front in solid ranks of four or more, according to the number of lines. The different ranks should pause at the proper distance from the rank next in front. All should stop marking time at command, and orders should then be given for spacing sideways. For example, if pupils are in ranks of fours, the commands would be, "Inside lines one step, outside lines three steps, outward — March!" The teacher should then count for the marching, two counts for each step — one to place the foot, the second to put the heels together.

Many other methods of formation are possible. None should be used which requires unnecessary time, such as those in which pupils have to number before marching to place.

Classes should never face the light. The best position is with the side to the light.

**5. Position. Stretching.** — A good standing position from which to take the exercises is essential for effective work. To assist the chest and spine to this position, every lesson begins with a preliminary stretching of the arms upward and sideways, and it is repeated again at the close of the lesson after putting away the apparatus. This stretching is better for the purpose in many ways than the usual admonitions to throw the shoulders back and draw the chin in. Such directions make the child self-conscious; they do not, in the youngest children at least, produce the desired result, for such children are not capable of the isolated control of the parts named, and other faults of posture are produced — such as a sway-back attitude with protruding abdomen, etc. The stretching, by its straight pull in a line with the vertical and lateral diameters of the body, lifts and expands the chest and erects the spine without this painfully self-conscious effort. Moreover, such a general muscular tension, taking in both the flexors and extensors, is



apt to have a more lasting effect than a spasmodic effort of the will can produce. The one specific direction that can be given in this and in nearly all other exercises is to hold the head up.

For the stretching, formal commands are omitted to save time. Upon being told to stretch the arms upward, pupils should rise on tiptoe and reach up with both arms as high as



INCORRECT STANDING POSITION



CORRECT STANDING POSITION

possible. The teacher is particularly requested to urge them *higher, farther, etc., etc.* The position should not be long sustained, and the arms should be dropped at the command *down* or *position*, following soon after the first direction. The upward stretching should be taken two or three times, and then the arms should be stretched sideways in the same manner. Avoid bending the body backward or the head forward

when the arms are up. *Never stretch the arms forward in this preliminary exercise.* This stretching has been used in some



PRELIMINARY STRETCHING,  
UPWARD

departments after every lesson throughout the day. It requires but a few seconds and is an admirable corrective of the injurious positions acquired in the seats.

It should not be inferred that the stretching does away entirely with the necessity for calling for, or consciously assuming, an erect attitude. The teacher will have frequently to use the command *position*. When this command is heard, pupils should stand with heels together, toes turned out, chest and head erect, face to the front, and arms hanging easily at the sides. The direction "face to the front" does not mean that the gaze shall be fastened upon the head of the pupil next in front, or upon any other one spot. Such a practice is reprehensible in the extreme. The eye is an exceed-

ingly restless organ, and should not be altogether deprived of its natural activity. The weight should be borne upon the forward part of the foot. A good test for correct poise, which should be frequently employed by the teachers, is the ability to rise on the toes without having first to sway forward. In primary classes attention may have to be frequently called to keeping the heels together and the head erect. The class should be called to position before marching from the classroom, again after the march before beginning the exercises, and at any time during the lesson when the attitudes become careless.



PRELIMINARY STRETCHING, SIDEWAYS

## 6. Tactics

*a. Left—Face!*

*Right—Face!*

Raise the left toe, and face to the left, turning on the left heel. The facings to the right are also executed upon the left heel.

The heel is lifted in response to the word *right* (or *left*); the turning is executed in response to the command *face*.

Make clear to the children that four turns in the same direction complete a circle, and when that is understood, vary the directions to make them alert and independent. This is an excellent means of rousing a sleepy class, and may be introduced briefly anywhere if the lesson is lagging.

*b. About—Face!*

Raise slightly the right toe, face to the rear, turning to the right on the right heel and the ball of the left foot; replace the left foot beside the right.

The heel is lifted in response to the word *about*; the turning and replacing of the foot are executed in response to the command *face*.

*c. Mark time—March!*

As soon as *mark time* is heard, throw the weight on the right foot, being careful not to exaggerate the swing of the body to that side; upon hearing *march*, lift the left foot forward, toe pointing downward, as though to step, but draw it back immediately to position, all in one count; repeat with the right foot. Continue the movement with one foot and then the other alternately in the rhythm of walking, but without gaining ground. The feet should be placed firmly but without undue noise. The body will sway slightly from side to side, but should be held as steadily as possible, with no bending at the waist.

*d. Mark time—March! (during the march).*

On the executive command stop gaining ground and mark time in place.

*e. Class—Halt!*

The marking time ceases and the heels remain together on *halt*, which command may be given as either foot strikes the ground.

To halt while marching, on the command *halt*, stop gaining ground and bring the rear foot up, placing heels together.

*f. Forward—March!*

When taken from a halt, in response to *forward*, throw the weight on the right foot as in marking time, but keep the heels firmly together until the executive command is heard; in response to *march*, step out promptly with the left foot.

When taken from marking time, the words *forward* and *march* are given as the right foot strikes the ground; pupils start forward with the left foot.

**7. Running.** — All running should be done on the toes. The fists should be closed and the arms bent at the elbow, and allowed to work freely. The extent of the run must be gov-

erned by careful judgment on the part of the teacher. The run should be at least long enough to perceptibly quicken the breathing: how much longer will depend upon the endurance of a majority of the class, who should run until thoroughly invigorated, but by no means to the end of their strength. The weaker members of the class should step aside as they feel fatigued, and walk until the order is given for the class to march, when they should fall into their usual places. No racing should be allowed; instead all of the runners should keep in line as for marching. Pupils having heart or lung troubles should not be allowed to run. *Pupils should never be called to a halt directly from a run, as that throws a distressing amount of work upon the heart and lungs. Normal action of these organs should be restored by a march in common time immediately following the run, until the breathing is normal.* The command for this is "*In common time—March!*" After this march in common time a breathing exercises should be taken as indicated in the lessons.

**8. Breathing.**—Where the method of breathing is not specified, it is understood to be that last described in the lessons.

The teacher should indicate in some way both the inhaling and exhaling, as by raising and lowering one hand, or by the words *in* and *out* at the beginning of the movements. In all respiratory exercises the children should be urged to a forced respiration, *i. e.*, a deeper breath than the normal. Care should be taken to have the breathing slow and even, not a quick gasp or sigh, which may lead to dizziness. The exercises are for successive breaths; do not pause for a normal breath between.

At first the breathing may be very audible in the respiratory exercises, and in the lowest primary grade it may be found necessary to keep it so throughout the term to be sure the right thing is being done. But as soon as possible in other grades the breath, though just as deep, should be slower, in order to

give strength and control to the respiratory muscles, and the breathing will then be quieter.

In all cases an exaggerated lifting of the shoulders should be avoided. While the sternum participates in correct, and especially in forced, breathing, the main action is indicated by the expansion of the ribs and abdomen, and every exercise is designed to cultivate this intercostal and diaphragmatic action.

**9. Commands.** — The psychological training and disciplinary features of the work will be found to rest chiefly upon the manner of giving the commands. There should be a distinct pause after the preparatory command, that pupils may grasp clearly just what they are to do, and also cultivate the inhibitory control necessary to hold the idea without yielding to the impulse to action. It should never be forgotten that the executive command is a signal, and as such it should always be given. Upon the manner of giving this command rests the minor result of united response from the class, and the more important one of quick, connected working of all of the powers included in motor response, from sense perception to muscular contraction.

Most of the exercises are in measures of eight or sixteen counts. The teacher will, in repeating the exercise, continue the count to this number, rather than break into a repetition of *one—two, one—two*, etc. The longer rhythm is less of a strain upon the child, and insures equal work for the two sides of the body.

The figures after the command indicate how many counts are to be given to the exercise, three eights meaning one side eight counts, the other eight, and, in arm exercises, both arms together eight. In other than arm exercises, the third eight means to alternate the sides. This distribution of the counts should be strictly observed that the sides of the body may be equally exercised.

Where an exercise, as for the arms, is taken first on one

side, then on the other, then with both arms, those changes should be indicated in the counting, substituting the words *right, left, change, or both*, for the last count before the change, thus: —

*Arm stretching sideways, right*—*One!*—*two, three, four, five, six, seven, left*; etc. Here the word *left* is substituted for *eight*. This method of indicating changes applies also to exercises in series.

Where the direction of an exercise is not given it is understood to begin to the right.

**10. Exercises in Series.** — In almost every lesson of the free hand work and in all of the apparatus lessons, are to be found short series of exercises marked *a, b, c*. These series are always composed of one or two simple exercises, and then, in most lessons, of a combination of the two; as, for instance, an arm exercise, a foot exercise, and then the two taken together, indicated by the word *combine*. Wherever such a series occurs the change from one exercise to the next is to be made without breaking the rhythm, or pausing for a separate command. This is accomplished, as in the change of side above illustrated, by substituting some word or words for the last count before the change. When the change is a radical one, as from an arm to a foot exercise, it will be well, at least when the lesson is new, to assist the children's memory by substituting words for counts in *the first few movements* of the change, using counts again as soon as the pupils understand clearly what they are to do. To illustrate further, the commands and counts would be as follows for (*a*) stretching the arms forward and sideways alternately, (*b*) step position forward and sideways alternately, and (*c*) a combination of these two exercises, the three forming a series to be taken in unbroken rhythm: —

*Arm stretching forward and sideways alternately, right* — *One!* — *two, three, four, five, six, seven, left*; *one, two, three, four, five, six, seven, both*; *one, two, three, four, five, six, seven, Foot!* —

*forward, place, side, place, five, six, seven, left; one, two, three, four, five, six, seven, Combine!*<sup>1</sup>—*forward, place, side, place, five, six, seven, change; one,*<sup>2</sup> *two, three, four, five, six, seven, eight.*

Words, or cues, for these changes are given in the lessons, but any words may be used as cues which convey the idea, provided they do not interrupt the regular rhythm, or time, of the exercise.

**11. Time.**—The time should be brisk and invigorating. While quick enough to be effective for hygienic purposes, however, the *movements should never be taken with a jerk*, or so rapidly that good posture cannot be maintained. A strong, steady stretch or flexion should be the aim, and this will be secured largely through the teacher's method of counting.

**12. Music.**—Wherever possible it is highly desirable that the work be taken with musical accompaniment. In working with music the teacher will not count, but give merely the first command for each exercise and a cue for changes of side, etc. The pupils and music start together in response to the executive command, and the music guides the rhythm. With many exercises the classes can sing, or one half sing or whistle while the other works. National airs and old ballads are especially suited to this purpose.

**13. Leading.**—The teacher will lead in new exercises. After an exercise is once understood the pupils should not be dependent upon the teacher's leading.

**14. New Exercises** are indicated by heavy type. The descriptive notes and illustrations follow the lesson. For any other exercises not understood, trace the command back through preceding lessons until its descriptive note is found. The notes are for the teacher, not for the children. No such formal explanation of an exercise should be given to a class.

<sup>1</sup> Right foot and both arms.

<sup>2</sup> Left foot and both arms.



Instead, the teacher should take the exercise herself and let the pupils catch it directly from imitation, working with her. The children should understand the postural effect of the various exercises as given in the notes, and work consciously on the parts mentioned. Older children should also understand how all exercise affects the nutritive processes of the body.

**15. Progressive Principles.** — The exercises in this work follow certain progressive principles which the teacher should understand in order to appreciate the relation of one lesson to the next. In trunk exercises the work is made increasingly difficult for the muscles near the waist by increasing the weight at the upper end of the working lever (near the shoulders or head) or, later, by lengthening this lever. These effects are attained through various positions of the arms. In balance exercises the work is increased in difficulty in two ways — by narrowing the base with different positions of the feet, and by raising the centre of gravity with different positions of the arms. Physiologically a progressive demand is made, among other ways, by more and more use of the large muscular groups, particularly those of the thigh and trunk; by an increased number of exercises in each lesson; and by a greater number of counts in each exercise. All this means a gradually increased demand upon the heart and lungs. The child's power of muscular coördination, as shown in his ability to take exercises in correct form, or with good posture, is considered by gradually leading up to those exercises whose execution is most prone to accompanying "faults." With scarcely any exceptions the closing movement of each exercise is one that leaves the body in a good position. In the very few cases where this is not done, the succeeding exercise makes the correction.

It will be seen that each exercise, each lesson, and each series of work prepares for that which comes after.

**16. Effects of the Exercises.** — To get the full benefit from any exercise the teacher should bear in mind that strength and

vigor of movement are positively essential. When an arm or a leg is extended, it should be stretched to the farthest extent; when the knee or the trunk is bent, it should be to the utmost degree compatible with good posture; when a balance movement calls for rising on the toes, the heels should be lifted as high as possible; in breathing exercises a very deep, full breath should be taken. In short, constant urging to vigor of execution is necessary.

Both teachers and pupils should understand that all arm exercises are taken more for their effect upon the chest and shoulder blades than for the effect upon the arms. The arms should therefore be stretched to their utmost in all exercises calling for a straight arm position, whether as a terminal position or in transition to the terminal position. The lifting and expanding of the chest should be borne in mind in taking these exercises, and to that end the elbow should be straight. All movements of the legs should work upon the muscles around the hip, abdomen, and lower back, strengthening those muscles in their power to hold the trunk erect and to keep the body from awkward and fatiguing positions in walking and standing. Particularly effective in this way are the point step backward and the stretch steps and chargings. Especial care should be given, therefore, in the point steps to the full stretch from the hip, and in the charging and stretch steps to the length of the step, that it may be long enough to necessitate considerable contraction of the thigh muscles; attention should also be paid in the charging to keeping the trunk erect with the chest prominent and forward. Any tendency to a swayback position, which is especially liable to occur in these movements, should be avoided. It should be borne in mind also that all trunk exercises, and all charging and other knee-bending exercises, are particularly useful for quickening the circulation, because they bring into action the largest muscular groups in the body. The trunk exercises have also a very stimulating effect upon

the digestive organs. These effects will be lost unless the bending of the knee and the trunk is very pronounced. In exercises that call for rising on the toes, great care should be taken to keep the weight poised forward over the balls of the feet after the heels are lowered. This forward poise is part of a correct standing position, and helps to secure good posture of the upper part of the body.

See also the note upon Progressive Principles.

**17. Programmes for Special Exercises**, selected from the grade work, are given at the end of each series in the primary grades. In the grammar grades the material for special programmes is so much greater that they can be easily made. The arrangement of the exercises in these special programmes is not the same as in the lessons.

For exhibit purposes very pretty effects can be produced by trimming the light apparatus for the girls with ribbon bows or fringed papers.



# SCHOOL GYMNASTICS

## First Series

First Year, Boys and Girls

Dumb-bells,  $\frac{1}{4}$  pound

### LESSON I

NOTE. — For preliminaries, stretching, tactics, floor formation, etc., see Explanatory Notes. The exercises in this series are very simple and are intended mainly to introduce the child to conscious muscular control. Plays and games should form a large share of the physical exercise for this year.

**Class—Stand!**

1. **Stretching.**

2. **Left—Face!**

**Right—Face!**

**Forward—March!** (Take the bells and march to position on the floor.)

**Bells on Hips—Place!**

3.  $\left\{ \begin{array}{l} a. \text{ Clicking—One! } 8. \\ b. \text{ Point step forward, right—One! } 8-8-8. \\ c. \text{ Combine! } 8-8. \end{array} \right.$

Position!

4. **Forward—March!** (Return bells to place.)

**Class—Halt!**

5. **Stretching.**

6. **Forward—March!** (to seats.)



POSITION FOR BELLS WHILE  
MARCHING TO PLACE



BELLS ON HIPS

### 3 a. CLICKING

1, click the thumb ends of the bells; 2, replace bell on hips. While clicking, the arms should be held in an easy position forward and downward, the elbows slightly bent.

---

### 3 b. POINT STEP FORWARD

1, extend the foot and touch the toe on a line directly forward of the position from which it started; 2, heels together. Keep the shoulders (upper part of body) perfectly still and the knees stiff, that the exercise may lead to firm, erect carriage. Do not drag or scuff the foot over the floor. The weight should remain entirely on the stationary foot.

**3 c. COMBINATION OF POINT STEP  
FORWARD AND CLICKING**

1, click the bells and take the  
point step forward simultaneously ;  
2, hands on hips and heels together.



## LESSON II

1. Stretching.
2. Facing.  
Marching.  
    Bells on hips—Place!
3. {
  - a. Clicking—One! 8.
  - b. Foot!—forward—place. 8—8.
  - c. Combine! 8—8.

NOTE.—Point step forward with the right foot.
4. **Alternate rising on toes and clicking bells, four counts each**  
—One! Repeat four times.  
    Position!
5. Forward—March! (Return bells to place.)
6. Stretching.  
    Arms folded behind—Place!
7. **Breathing—Begin!**  
    Position!



**4. ALTERNATE RISING ON TOES AND CLICKING BELLS,  
FOUR COUNTS EACH**

1, rise on the toes; 2, heels down, quietly and without jarring; 3, rise again on the toes; 4, heels down; 5, click the thumb ends of the bells; 6, click the little finger ends of the bells; 7, click the thumb ends; 8, click the little finger ends and return the bells at once to the hips.

The rising on the toes should be as high as possible in order to make an effective balance movement. The return to position should not be made until the command for it is given.

---

**7. BREATHING**

Inhale a deep breath through the nostrils and exhale through the mouth. Repeat three times.

The folding of the arms behind throws the chest forward and upward and keeps the shoulders from an exaggerated lifting or shrugging during the inhalation.

## LESSON III

1. Stretching.

2. Facings.

Marching.

Bells on hips—Place!

3. { a. Clicking—One! 8.

b. **Foot!**—side—place. 8—8.NOTE.—**Point step sideways.**c. **Combine!** 8—8.

4. Alternate rising on toes and clicking bells, four counts each—One! Four times.

Position!

5. Forward—March! (Return bells to place.)

6. Stretching.

7. **Running.**

NOTE.—See Reference Note 7.

8. **Breathing—Begin!** Three times.

**3 b. POINT STEP SIDEWAYS**

1, extend the foot directly to the side and touch the inner side of the toe; 2, heels together. The extended knee and ankle should be stretched as straight as possible. The weight should remain entirely on the stationary foot. The shoulders should be immovable, that the exercise may cultivate power of erect carriage.



---

**3 c. COMBINATION OF POINT STEP SIDEWAYS AND CLICKING**

1, click the bells and take the point step to the side simultaneously; 2, bells on hips and heels together.

---

**8. BREATHING**

Raise the arms sideways to shoulder level while inhaling; lower them to position while exhaling. The breath should be slower and deeper than the normal.

## LESSON IV

1. Stretching.

2. Facings.

Marching.

Bells on hips—Place!

3. { a. Clicking—One! 8.  
 { b. Foot!—side—place. 8—8.  
 { c. Combine! 8—8.

Position!

4. **Swinging bell to chest, right—One!** 8—8—8.

Bells on hips—Place!

5. Alternate rising on toes and clicking bells, four counts each  
—One! Four times.

Position!

6. Forward—March! (Return bells  
to place.)

7. Stretching.

8. Running.

9. Breathing—Begin! Three times.



## 4. SWINGING BELL TO CHEST

1, bend the elbow and swing the forearm forward and upward until the bell touches the chest in a vertical position; 2, return the bell to the side. Keep the shoulders squarely to the front during this exercise. When the bell is at the chest, draw the shoulders and

elbows backward in order to counteract any tendency to cramp the chest.

LESSON V

1. Stretching.
2. Facings.  
Marching.

Position!

3. 

{	a. Swinging bell to chest, right—One! 8—8—8.
	b. Foot!—forward—place. 8—8.
	NOTE.—Point step forward.
}	c. <b>Combine!</b> 8—8.
4. **Raising bell sideways, right—One!** 8—8—8.  
Bells on hips—Place!
5. Alternate rising on toes and clicking bells, four counts each—One! Four times.

Position!

6. Forward—March! (Return bells to place.)
7. Stretching.
8. Running.
9. Breathing—Begin! Four times.

---

**3 c. COMBINATION OF POINT STEP FORWARD AND SWINGING BELLS TO CHEST**

1, point step forward with the right foot, and swing both bells to the chest; 2, heels together and bells down to position

---

**4. RAISING BELL SIDEWAYS**

1, raise the arm straight out sideways to shoulder level, the palm down and the bell horizontal; 2, lower the arm to position at the side.

## LESSON VI

1. Stretching.
2. Facings.
- Marching.

Position!

3. { *a.* Swinging bell to chest, right—One! 8—8—8.  
       *b.* Foot!—forward—place. 8—8.  
       *c.* Combine! 8—8.

4. Raising bell sideways, right—One! 8—8—8.

Bells on hips—Place!

5. { *a.* **Trunk twisting, right—One!** 8—8.  
       *b.* **With clicking!** 8—8.

Position!

6. Forward—March! (Return bells to place.)
7. Stretching.
8. Running.
9. Breathing—Begin! Four times.

**5 a. TRUNK TWISTING**



1, twist or rotate the trunk to the side; 2, return to the forward position. The movement should be from the ankles, the feet remaining firmly in place and flat upon the floor. The head should turn with the trunk, but no farther. There should be no bending of the trunk sideways.

---

**5 b. TRUNK TWISTING WITH  
CLICKING**

1, twist the trunk and click the thumb ends of the bells in front as the body then faces; 2, return to the front, bells on hips.

## LESSON VII

1. Stretching.
2. Facings.
- Marching.

Position :

3. {
    - a. Raising bell sideways, right—One! 8—8—8.
    - b. Foot!—side—place. 8—8.
    - NOTE.—Point step sideways.
    - c. **Combine!** 8—8.
- Bells on hips—Place!
4. {
    - a. **Trunk twisting with point step, right—One!** 8—8.
    - b. **With clicking!** 8—8.

Position !

6. Forward—March! (Return bells to place.)
7. Stretching.
8. Running.
9. Breathing—Begin! Four times.



**3 c. COMBINATION OF  
POINT STEP AND  
RAISING BELLS SIDE-  
WAYS**

1, point step side-ways with the right foot and raise both bells sideways; 2, heels together and bells down to position.

This is an excellent balance movement and will cultivate an erect carriage if the head is held erect and there is no weight on the moving foot.



---

**4 a. TRUNK TWISTING WITH POINT STEP**

1, twist the trunk to the right and extend the right foot in front of the body as it then faces; 2, return to the front, heels together. The left foot should remain firmly in place.

---

**4 b. TRUNK TWISTING WITH POINT STEP AND CLICKING**

1, click the bells while twisting the trunk and extending the foot; 2, face the front, bells on hips, and heels together.

## LESSON VIII

1. Stretching.
  2. Facings.  
Marching.
- Position!
3. **Swinging bell to chest, forward and return, right—One!**  
8—8—8.
- |    |   |  |
|----|---|--|
| 4. | { | <ol style="list-style-type: none"> <li>a. Raising bell sideways, right—One! 8—8—3.</li> <li>b. Foot!—side—place. 8—8.</li> <li>c. Combine! 8—8.</li> </ol> |
|----|---|--|
- Bells on hips—Place!
5. 

{	<ol style="list-style-type: none"> <li>a. Trunk twisting with point step, right—One! 8—8.</li> <li>b. With clicking! 8—8.</li> </ol>
---	--
- Position!
6. Forward—March! (Return bells to place.)
  7. Stretching.
  8. Running.
  9. Breathing—Begin! Four times.

**3. SWINGING BELL TO CHEST, FORWARD AND RETURN**

1, swing the bell to the chest as in previous lessons; 2, stretch the arm forward at shoulder level, the bell still vertical; 3, return to the chest; 4, bell down to position. Be sure to extend the arm to its full length forward while taking the movement, that the arm and shoulder muscles may be well exercised.



## LESSON IX

1. Stretching.
2. Facings.  
Marching.

Position!

3. Swinging bell to chest, forward and return, right—One!  
8—8—8.

Bells on hips—Place!

4. **Stepping forward and rising on toes, right—One!** 8—8.

Position!

5. {
  - a. **Alternate raising bells sideways and clicking, both—One!** 16.
  - b. **Foot!—side—place—twist—place.** 8—8.  
NOTE.—Alternate point step sideways, and trunk twisting.
  - c. **Combine!** 16—16.
6. Forward—March! (Return bells to place.)
7. Stretching.
8. Running.
9. Breathing—Begin! Four times.

**4. STEPPING FORWARD AND RISING ON TOES**

1, step forward with the right foot, both feet flat upon the floor and the weight equal; 2, rise on the toes; 3, heels down; 4, heels together.

Because of the elongated base the rising on toes is here a more difficult balance movement than when taken with the heels together.

---

**5 a. ALTERNATE RAISING BELLS SIDEWAYS AND CLICKING**

1, raise the bells sideways to shoulder level; 2, bells down to position at the sides; 3, click the thumb ends of bells in front of the body; 4, bells down to position at the sides.

---

**5 b. ALTERNATE POINT STEP SIDEWAYS AND TRUNK TWISTING**

1, point step to the side with the right foot; 2, heels together; 3, twist the trunk to the right; 4, return to the front.

---

**5 c. COMBINATION OF ALTERNATE POINT STEP SIDEWAYS AND TRUNK TWISTING, WITH RAISING BELLS SIDEWAYS AND CLICKING**

1, point step sideways and both arms raised sideways; 2, heels together and arms down; 3, twist the trunk to the side (the heels remaining together), and click the bells; 4, return to the front, arms at sides.

## LESSON X

1. Stretching.
2. Facings.  
Marching.

## Position!

3. {
  - a. Swinging bell to chest, forward and return, right—  
One! 8—8—8.
  - b. Foot!—forward—up—down—place. 8—8.  
NOTE.—Stepping forward and rising on toes.
  - c. **Combine!** 8—8.
4. {
  - a. Alternate raising bells sideways and clicking, both—  
One! 16.
  - b. Foot!—side—place—twist—place. 8—8.
  - c. **Combine!** 8—8.
5. Forward—March! (Return bells to place.)
6. Stretching.
7. Running.
8. **Breathing—Begin!** Four times.

**3 c. COMBINATION OF STEPPING FORWARD AND RISING ON TOES WITH BELLS AT CHEST AND FORWARD**

1, step forward with the right foot and swing both bells to the chest; 2, rise on the toes and stretch the bells forward; 3, heels



down and bells again to the chest; 4, heels together and arms down in position. The waist and head should be held firmly erect.

---

**7. BREATHING**

In this and succeeding lessons both the inhaling and exhaling should be through the nostrils.

## LESSON XI

1. Stretching.
2. Facings.  
Marching.

Position!

3. {
  - a. Swinging bell to chest, forward and return, right—  
One! 8—8—8.
  - b. Foot!—forward—up—down—place. 8—8.
  - c. Combine! 8—8.
4. {
  - a. Alternate raising bells sideways and clicking both—  
One! 16.
  - b. Foot!—side—place—twist—place. 8—8.
  - c. Combine! 8—8.

Bells on hips—Place!

5. **Alternate trunk bending sideways and clicking bells, right—One!** Four times.

Position!

6. Forward—March! (Return bells to place.)
7. Stretching.
8. Running.
9. Breathing—Begin! Four times.



**5. ALTERNATE TRUNK BENDING SIDEWAYS AND CLICKING BELLS**

1, bend the trunk directly to the right side; 2, return to the erect position; 3, bend to the left side; 4, return to the erect position; 5, click the thumb ends of the bells; 6, click the little finger ends; 7, 8, repeat the clicking and return the hands to the hips immediately after the last count. While bending the trunk keep both feet flat upon the floor and the knees stiff. The head should remain in a straight line with the axis of the trunk. The bending should be to an obtuse angle and as far as can easily be done without strain. There should be no rotating of the trunk forward or backward of the lateral line.



## LESSON XII

1. Stretching.
  2. Facings.
- Marching.

Position!

3. {
  - a. **Swinging bell to chest, sideways and return, right—One!** 8—8—8.
  - b. **Foot!**—forward—up—down—place. 8—8.  
NOTE.—Stepping forward and rising on toes as in previous lessons.
  - c. **Combine!** 8—8.
4. {
  - a. Alternate raising bells sideways and clicking, both—One!
  - b. **Foot!**—side—place—twist—place. 8—8.
  - c. **Combine!** 8—8.

Bells on hips—Place!

5. Alternate trunk bending sideways and clicking bells, right—One! Four times.

Position!

6. Forward—March! (Return bells to place.)
7. Stretching.
8. Running.
9. Breathing—Begin! Four times.

**3 a. SWINGING BELL TO CHEST, SIDEWAYS AND RETURN**

1, swing the bell to the chest as in previous lessons; 2, extend the arm sideways at shoulder level, palm to the front, bell vertical; 3, return the bell to the chest; 4, arm down to position at the side. Keep the head erect.

The stretching of the arms to the side should be vigorous (though without jerking), that it may lift and expand the chest.



**3 c. COMBINATION OF STEPPING FORWARD AND RISING ON TOES WITH BELLS TO CHEST, SIDEWAYS, AND RETURN**

1, step forward and swing the bells to the chest; 2, rise on the toes and stretch the arms sideways; 3, heels down and bells again to the chest; 4, heels together and arms down to position at the sides.

## LESSON XIII

1. Stretching.
2. Facings.  
Marching.

Position!

3. {
  - a. Swinging bell to chest, sideways and return, right—  
One! 8—8—8.
  - b. Foot!—forward—up—down—place. 8—8.
  - c. Combine! 8—8.

Bells on hips—Place!

4. **Stamping and clicking, right foot—One!** Four times.
5. Alternate trunk bending sideways and clicking bells, right—One! Four times.

Position!

6. Forward—March! (Return bells to place.)
7. Stretching.
8. Running.
9. Breathing—Begin! Four times.

---

#### 4. STAMPING AND CLICKING

1, stamp the right foot; 2, heels together; 3, stamp the left foot; 4, heels together; 5, click the thumb ends of the bells; 6, click the opposite ends of the bells; 7, 8, repeat the clicking, and return the hands to the hips immediately after.

LESSON XIV

1. Stretching.
2. Facings.
- Marching.

Position!

3. **Swinging bell forward to shoulder, right—One!** 8—8—8.

4. { *a.* **Rising on toes—One!** 16.
- { *b.* **With arms!** 16.

Bells on hips—Place!

5. **Stamping and trunk bending alternated with the clicking, right foot—One!** Two or four times.

CUES.—Stamp—heels—stamp—heels; click, click, click—click; bend—up—bend—up; click, click, click, click.

Position!

6. Forward—March! (Return bells to place.)
7. Stretching.
8. Running.
9. Breathing—Begin! Four times.

---

**3. SWINGING BELL FORWARD TO SHOULDER**

1, swing the bell forward the full length of the arm, and when it is at shoulder level bend the elbow and bring the hand to the top of the shoulder, the elbow remaining pointed forward at the shoulder level; 2, swing the arm forward and downward to position at the side. Keep the head and trunk erect. This is an excellent exercise for the arm and shoulder.



**4 a. RISING ON TOES**

1, rise on the toes; 2, heels down, quietly, and without jarring.

---

**4 b. WITH ARMS**

While rising on the toes raise the arms straight out at the sides to shoulder level, palms down, bells horizontal; arms down to position while heels sink.

---

**5. STAMPING AND TRUNK BENDING ALTERNATED WITH THE CLICKING**

1, stamp the right foot; 2, heels together; 3, stamp the left foot; 4, heels together; 5, 6, 7, 8, click the bells, alternating the ends beginning with the thumb ends; 9, bend the trunk to the right side; 10, resume the erect position; 11, bend to the left side; 12, erect position; 13, 14, 15, 16, clicking. This succession of movements should be directed throughout by the cues as given in the lesson, at least when the exercise is new. Otherwise it may be unnecessarily difficult for the children.

LESSON XV.

1. Stretching.
2. Facings.  
Marching.

Position!

3. { *a.* Swinging bell forward to shoulder, right—One! 8—  
8—8.  
*b.* **Stamping!** 8—8.  
*c.* **Combine!** 8—8.
4. { *a.* Rising on toes—One! 16.  
*b.* With arms! 16.

Bells on hips—Place!

5. Stamping and trunk bending alternated with clicking, right foot—One! Four times.

Position!

6. Forward—March! (Return bells to place.)
7. Stretching.
8. Running.
9. Breathing—Begin! Four times.

**3 b. STAMPING**

This is the same as given in previous exercises. Stamp the foot on the first count and place the heels together on the second count.

**3 c. COMBINATION OF STAMPING AND SWINGING BELLS FORWARD TO SHOULDERS**

1, stamp the foot and swing both bells forward to the top of the shoulders; 2, heels together and arms forward and downward to place.

## LESSON XVI

1. Stretching.
2. Facings.  
Marching.  
Position!
3.  $\left\{ \begin{array}{l} a. \text{ Swinging bell forward to shoulder, right—One!} \\ \quad 8-8-8. \\ b. \text{ Stamping! } 8-8. \\ c. \text{ Combine! } 8-8. \end{array} \right.$
4. **Swinging bell sideways to shoulder, right—One!** 8—8—8.  
Bells on hips—Place!
5. Stamping and trunk bending alternated with clicking, right foot—One! Twice.  
Position!
6. Forward—March! (Return bells to place.)
7. Stretching.
8. Running.
9. Breathing—Begin! Four times.



#### 4. SWINGING BELL SIDEWAYS TO SHOULDER

1, swing the bell up sideways the full length of the arm, turning the palm up as it moves; when at shoulder level bend the elbow and bring the hand to the top of the shoulder, the elbow extended horizontally at the side; 2, swing the bell out again to the side, the full length of the arm, and down to position, turning the palm in as it moves.

If taken with vigor, this is an effective exercise for the side of the chest, for the top and back of the shoulder, and for the arm itself.



## LESSON XVII

1. Stretching.
2. Facings.  
Marching.

Position!

3. { *a.* Swinging bell sideways to shoulder, right—One!  
8—8—8.
3. { *b.* On toes! 8.  
NOTE.—Rising on toes.
3. { *c.* **Combine!** 8.

Bells on hips—Place!

4. Stamping and trunk bending alternated with clicking, right foot—One! Four times.
5. { *a.* Trunk twisting with point step, right—One! 8—8.
5. { *b.* With clicking! 8—8.  
NOTE.—As in Lesson VII.

Position!

6. Forward—March! (Return bells to place.)
7. Stretching.
8. Running.
9. Breathing—Begin! Four times.

**3 c. COMBINATION OF RISING ON TOES AND SWINGING BELLS  
SIDEWAYS TO SHOULDERS**

1, rise on the toes and swing the bells sideways to the top of the shoulders; 2, heels and arms down. Keep the head erect.

This is a comparatively difficult balance movement, requiring strong work of the ankle, hip, and waist muscles.

## LESSON XVIII

1. Stretching.
2. Facings.
- Marching.

Position!

3. { *a.* **Swinging bell to shoulder, forward and sideways alternately, right—One!** 8—8.
3. { *b.* **Foot!—forward—place—side—place.** 8—8.  
NOTE.—**Point step forward and sideways alternately.**
3. { *c.* **Combine!** 8—8.
4. { *a.* **Rising on toes—One!** 16.
4. { *b.* **With arms!** 16.  
NOTE.—As in previous lesson.
5. { *a.* **Trunk twisting with point step, right—One!** 8—8.
5. { *b.* **With clicking!** 8—8.

Position!

6. **Forward—March!** (Return bells to place.)
7. Stretching.
8. Running.
9. **Breathing—Begin!** Four times.

**3 a. SWINGING BELL TO SHOULDER, FORWARD AND SIDEWAYS  
ALTERNATELY**

1, swing the bell forward to the top of the shoulder; 2, swing it forward and downward to position at the side; 3, swing it sideways to the top of the shoulder; 4, swing sideways and downward to position at the side.

---

**3 b. POINT STEP FORWARD AND SIDEWAYS ALTERNATELY**

1, point step forward; 2, heels together; 3, point step to the side; 4, heels together.

---

**3 c. COMBINATION OF POINT STEP AND SWINGING BELLS TO  
SHOULDERS**

1, point step forward and swing both bells forward to the top of the shoulders; 2, heels together and bells down through the forward position; 3, point step sideways and swing bells sideways to the top of the shoulders; 4, heels together and arms down through the side position.

In these exercises the stretching of the arms should be vigorous, and the balance firm on the stationary foot. Keep the head erect.

## First Series

Dumb-bells,  $\frac{1}{4}$  pound

## PROGRAMME FOR SPECIAL EXERCISES

Bells on hips—Place!

- |    |   |                              |           |
|----|---|------------------------------|-----------|
| 1. | { | a. Clicking—One! 8.          | Lesson I. |
|    |   | b. Foot!—forward—place. 8—8. | “ I.      |
|    |   | c. Combine! 8—8.             | “ I.      |

Position!

- |    |   |  |           |
|----|---|--|-----------|
| 2. | { | a. Raising bells sideways, right—One! 8—8—8. | Lesson V. |
|    |   | b. Foot!—side—place. 8—8.                    | “ III.    |
|    |   | c. Combine! 8—8.                             | “ VII.    |

Bells on hips—Place!

- |    |  |  |             |
|----|--|--|-------------|
| 3. | Rising on toes four counts and clicking bells four counts—<br>One! Four times. | Lesson II.   |             |
| 4. | {  | a. Trunk twisting with point step, right—One! 8—8. | Lesson VII. |
|    |  | b. With clicking! 8—8.                             | “ VII.      |

Position!

- |    |   |  |              |
|----|---|--|--------------|
| 5. | { | a. Swinging bell to chest, forward and return, right—<br>One! 8—8—8. | Lesson VIII. |
|    |   | b. Foot!—forward—up—down—place. 8—8.                                 | Lesson IX.   |
|    |   | c. Combine! 8—8.   | “ X.         |

Bells on hips—Place!

- |    |   |             |
|----|---|-------------|
| 6. | Stamping and trunk bending alternated with the clicking.<br>right foot—One! Four times. | Lesson XIV. |
|----|---|-------------|

Position!

- |    |   |  |             |
|----|---|--|-------------|
| 7. | { | a. Swinging bells sideways to shoulder, right—One!<br>8—8—8. | Lesson XVI. |
|    |   | b. On toes! 8.   | “ XVI.      |
|    |   | c. Combine! 8.   | “ XVII.     |

# Second Series

Second year, Boys and Girls

Wands, 3 feet

## LESSON I

NOTE.—For details of preliminaries, stretching, tactics, floor formation, etc., see Explanatory Notes.

Class—Stand!

1. Stretching.

2. Left—Face!

Right—Face!

Forward—March! (Take wands and hold “at carry” while marching to position on floor.)

Wand in position for work—  
One! Two!

3. Raising wand to chest—One!  
16.

Wand at carry—One! Two!

4. Forward—March! (Return wands to place.)

Class—Halt!

5. Stretching.

6. Forward—March! (to seats).

### WAND AT CARRY

Hold the wand vertically in the right hand so that it rests against the right shoulder, the lower end held by the right forefinger.





### WAND IN POSITION FOR WORK

In response to the first count of the executive command raise the left arm, with elbow bent at right angles across the forehead, palm out, and grasp the upper end of the wand with the left hand. In response to the second count bring the wand down to a horizontal position at arm's length in front.

To return the wand to the carry position, command, "Wand at carry — One! Two!" Raise the left arm on *One!* as for position for work, and drop that arm to position at the side on *Two!*



**4. RAISING WAND TO CHEST**

1, bend the elbows and lift the fore-arms upward until the wand rests horizontally across the chest ; 2, lower the wand again to position.

Draw the upper arm, including the shoulder, well backward, and close to the sides, that the shoulder blades may be flattened by the movement and the chest expanded. Keep the head erect.



## LESSON II

1. Stretching.

2. Facings.

Marching.

NOTE.—The taking of the wands and the command “Position for work—One! Two!” will be omitted from succeeding lessons, those preliminaries being understood.

3. { *a.* Raising wand to chest—One! 16.  
       *b.* **Foot!—forward—place.** Right 8, left 8.  
           NOTE.—**Point Step forward.**  
       *c.* **Combine!** 8—8.

4. Wand at carry—One! Two!

5. Forward—March! (Return wands to place.)

6. Stretching.

Arms folded behind—Place!

7. **Breathing—Begin!**

Position!

**3 b. POINT STEP FORWARD.**

1, extend the right foot forward and touch the toe on a line directly forward of the position from which it started; 2, heels together. Keep the shoulders (upper part of body) perfectly still and the knees stiff. Do not drag or scuff the foot over the floor. The weight should remain entirely on the stationary foot.

If correctly taken, this exercise cultivates an erect carriage.



**3 c. COMBINATION OF POINT STEP FORWARD AND RAISING WAND TO CHEST**

1, point step forward and wand raised to chest simultaneously; 2, wand down and heels together.

Do not interrupt the rhythm in passing from one of these exercises to the next. For the method of commanding for this series' work, see Reference Note 14.

---

**7. BREATHING**

Inhale a deep breath through the nostrils and exhale through the mouth. Repeat three times. The folding of the arms behind throws the chest forward and upward, and holds the shoulders from an exaggerated lifting or shrugging during the inhalation.



## LESSON III

1. Stretching.
2. Facings.
- Marching.
  3. { *a.* Raising wand to chest—One! 16.  
    { *b.* Foot!—forward—place. 8—8.  
    { *c.* Combine! 8—8.
  4. { *a.* **Trunk bending sideways, Right—One!** 8—8.  
    { *b.* **With wand!** 8—8.
  5. Wand at carry—One! Two!
  6. Forward—March! (Return wands to place.)
  7. Stretching.
  8. **Running.**

NOTE.—See Reference Note 7.

- 9. **Breathing—Begin!** Three times.

**4 a. TRUNK BENDING SIDEWAYS**

1, bend the trunk from the waist directly to the side; 2, return to the erect position. Keep both feet flat upon the floor and the knees stiff. The head should remain in a straight line with the axis of the trunk. The bending should be to an obtuse angle and as far as can easily be done without strain. There should be no rotating of the trunk forward or backward of the lateral line. During the bending the wand should be held at arm's length down in front.

---

**4 b. TRUNK BENDING SIDEWAYS WITH WAND TO CHEST**

1, raise the wand to the chest as in previous exercises; 2, holding the wand in this position bend the trunk to the side; 3, resume the erect position, the wand still held at the chest; 4, wand down.

---

**9. BREATHING**

While inhaling, raise the arms sideways to shoulder level; while exhaling lower them to position.



## LESSON IV

1. Stretching.
2. Facings.
- Marching.
  3. { *a.* **Aiming, right**—One! 8—8.  
    { *b.* **Foot!**—side—place. 8—8.  
       NOTE.—**Point step sideways.**  
    { *c.* **Combine!** 8—8.
  4. { *a.* Trunk bending sideways, right—One! 8—8.  
    { *b.* With wand! 8—8.
  5. Wand at carry—One! Two!
  6. Forward—March! (Return wands to place.)
  7. Stretching.
  8. Running.
  9. Breathing—Begin! **Four Times.**

---

**3 a. AIMING**

1, swing the wand up to shoulder level at the right side, the right arm extended at full length to the right, the grasp of the right hand loosened so as to allow the wand to slip through it and rest lightly in the crotch of the thumb; the wand should be horizontal, and the left elbow lifted so that it is level with the wand; 2, swing the wand down again to position, the right hand resuming its grasp.

This exercise affects the shoulder and chest muscles and those of the arm.

**3 b. POINT STEP SIDEWAYS**

1, touch the side of the toe directly to the side, stretching the instep as straight as possible; 2, heels together. As in the point step forward, the weight should be held steadily on the stationary foot. Keep the shoulders squarely to the front and the knees stiff. Like the point step forward, this exercise cultivates steady poise and erect carriage.

---

**3 c. COMBINATION OF POINT STEP AND AIMING SIDEWAYS**

1, aim to the right and take the point step to the right simultaneously; 2, heels together and wand down to position.

## LESSON V

1. Stretching.
2. Facings.
- Marching.
  3. { *a.* Aiming, right—One! 8—8.  
    { *b.* Foot!—side—place. 8—8.  
    { *c.* Combine! 8—8.
  4. { *a.* **Rising on toes**—One! 8.  
    { *b.* **With wand!** 8.
  5. { *a.* Trunk bending sideways, right—One! 8—8.  
    { *b.* With wand! 8—8.
  6. Wand at carry—One! Two!
  7. Forward—March! (Return wands to place.)
  8. Stretching.
  9. Running.
  10. Breathing—Begin! Four times.

---

**4 a. RISING ON TOES**

1, rise on the toes as high as possible; 2, heels down, quietly and without jarring. Keep the weight forward (*i.e.* avoid any swaying backward) when the heels are lowered. This should be the usual standing position, and no swaying forward should be necessary before rising on the toes.

---

**4 b. RISING ON TOES WITH WAND TO CHEST**

1, rise on the toes and raise the wand to the chest; 2, heels and wand down.

LESSON VI

1. Stretching.
2. Facings.
- Marching.
  3. {
    - a. **Swinging wand forward—One!** 8.
    - b. Foot!—forward—place. 8—8.
    - NOTE.—Point step forward.
    - c. **Combine!** 8—8.
  4. {
    - a. Rising on toes—One! 8.
    - b. With wand! 8.
  5. {
    - a. Trunk bending sideways, right—One! 8—8.
    - b. With wand! 8—8.
  6. Wand at carry—One! Two!
  7. Forward—March! (Return wands to place.)
  8. Stretching.
  9. Running.
  10. **Breathing—Begin!** Four times.



### **3 a. SWINGING WAND FORWARD**

1, swing the wand forward and upward to shoulder level at arm's length; 2, return the wand to position. Keep the head and waist firmly erect, and correct any tendency to throw the hips forward or the shoulders backward.

---

### **3 c. COMBINATION OF POINT STEP FORWARD AND SWINGING WAND FORWARD**

1, point step and wand forward; 2, heels together and wand down.

---

### **8. BREATHING**

In this and succeeding lessons the exhaling should be through the nostrils, the lips being closed.



## LESSON VII

1. Stretching.
2. Facings.
- Marching.
  3. {
    - a. Swinging wand forward—One! 8.
    - b. Foot!—forward—place. 8—8.
    - c. Combine! 8—8.
  4. {
    - a. Rising on toes—One! 8.
    - b. With wand! 8.
  5. {
    - a. **Raising wand vertically forward, right arm up—  
One! 8—8—8.**
    - b. **Trunk!—twist—front. 8—8.**  
NOTE.—Trunk twisting.
    - c. **Combine! 8—8.**
6. Wand at carry—One! Two!
7. Forward—March! (Return wands to place.)
8. Stretching.
9. Running.
10. Breathing—Begin! Four times.

**5 a. RAISING WAND VERTICALLY FORWARD**

1, raise the wand to a vertical position at arm's length in front; 2, return to position. Right arm uppermost eight counts; left eight; alternate eight.

**5 b. TRUNK TWISTING**

1, twist or rotate the trunk to the side; 2, return to the forward position. The movement should be from the ankles, the feet remaining firmly in place and flat upon the floor. The head should turn with the trunk, but no farther. There should be no bending of the trunk sideways.

**5 c. COMBINATION OF TRUNK TWISTING AND RAISING WAND VERTICALLY FORWARD**

1, twist to the right and raise the wand vertically forward, the right arm up and the left down; 2, return to the front, wand down to position. In twisting to the left, the left arm should be up.

LESSON VIII

1. Stretching.
2. Facings.
- Marching.
  3. { *a.* **Alternate swinging wand forward and aiming—One!**  
8—8.
  3. { *b.* **Foot!—forward—place—side—place.** 8—8.  
NOTE.—Alternate point step forward and sideways.
  3. { *c.* **Combine!** 8—8.
  4. { *a.* Rising on toes—One! 16.
  4. { *b.* With wand! 16.
  5. { *a.* Wand vertically forward, right arm up—One!  
8—8—8.
  5. { *b.* Trunk!—twist—front. 8—3.
  5. { *c.* Combine! 8—8.
  6. Wand at carry—One! Two!
  7. Forward—March! (Return wands to place.)
  8. Stretching.
  9. Running.
  10. Breathing—Begin! Four times.

---

**3 a. ALTERNATE SWINGING WAND FORWARD AND AIMING**

1, swing the wand forward at arm's length to shoulder level; 2, down to position; 3, aim to the right side; 4, down to position.

---

**3 b. ALTERNATE POINT STEP FORWARD AND SIDEWAYS**

1, point step forward; 2, heels together; 3, point step sideways; 4, heels together.

---

**3 c. COMBINATION OF POINT STEP FORWARD AND SIDEWAYS AND SWINGING WAND FORWARD AND AIMING**

1, point step forward and wand forward; 2, heels together and wand down; 3, point step to the side and aiming to the same side; 4, heels together and wand down.

## LESSON IX

1. Stretching.
2. Facings.
- Marching.
  3. {
    - a. Alternate swinging wand forward and aiming—One!
    - b. Foot!—forward—place—side—place. 8—8.
    - c. Combine! 8—8.
  4. {
    - a. **Wand to chest, forward and return—One!** 16.
    - b. **Foot!—forward—up—down—place.** 8—8.
    - c. **Combine!** 8—8.

NOTE.—Stepping forward and rising on toes.
  5. {
    - a. Wand vertically forward, right arm up—One! 8—8—8.
    - b. Trunk!—twist—front. 8—8.
    - c. Combine! 8—8.
6. Wand at carry—One! Two!
7. Forward—March! (Return wands to place.)
8. Stretching.
9. Running.
10. Breathing—Begin! Four times.

**4 a. WAND TO CHEST, FORWARD AND RETURN**

1, raise the wand to the chest; 2, extend the wand forward arm's length at shoulder level; 3, wand again to the chest; 4, down to position.

---

**4 b. STEPPING FORWARD AND RISING ON TOES**

1, step forward, both feet flat upon the floor and the weight equal; 2, rise on the toes; 3, heels down; 4, heels together.

---

**4 c. COMBINATION OF STEPPING FORWARD AND RISING ON TOES WITH WAND TO CHEST, FORWARD AND RETURN**

1, step forward and raise the wand to the



chest; 2, rise on the toes and extend the wand forward; 3, heels down and wand again to the chest; 4, heels together and wand down.

## LESSON X

1. Stretching.
2. Facings.
- Marching.
  3. {
    - a. Wand to chest, vertical and return—One! 8—8.
    - b. Foot!—side—face—front—place. 8—8.

NOTE.—Point step sideways, face to the side and return.

    - c. Combine! 8—8.
  4. {
    - a. Wand to chest, forward and return—One! 16.
    - b. Foot!—forward—up—down—place. 8—8.
    - c. Combine! 8—8.
  5. {
    - a. Trunk bending sideways, right—One! 8—8.
    - b. With wand! 8—8.

NOTE.—As in Lesson III et seq.
  6. Wand at carry—One! Two!
  7. Forward—March! (Return wands to place.)
  8. Stretching.
  9. Running.
  10. Breathing—Begin! Four times.

**3 a. WAND TO CHEST, VERTICAL AND RETURN**

1, raise the wand to the chest; 2, extend vertically forward; 3, return to the chest; 4, down to position.

---

**3 b. POINT STEP SIDWAYS, FACE TO THE SIDE AND RETURN**

1, point step sideways; 2, face to the side, the feet being then in the position of point step forward; 3, return to the front, the feet then being in the position of point step sideways; 4, heels together.

---

**3 c. COMBINATION OF POINT STEP AND FACING SIDWAYS AND WAND TO CHEST AND VERTICALLY FORWARD**

1, point step to the side and wand raised to the chest; 2, face to the side and extend the wand vertically forward; 3, face to the front and return the wand to the chest; 4, heels together and wand down. In facing to the right, the right arm will be uppermost in extending the wand, and *vice versa*.

## LESSON XI

1. Stretching.
2. Facings.
- Marching.
  3. {
    - a. Wand to chest, vertical and return—One! 8—8.
    - b. Foot!—side—face—front—place. 8—8.
    - c. Combine! 8—8.
  4. {
    - a. **Aiming right and left alternately—One!** 8—8.
    - b. **Foot!—step—up, down;—step—up, down. Forward**  
8, backward 8.
    - NOTE.—**Stepping and rising on toes.**
    - c. **Combine!** 8—8.
  5. {
    - a. Trunk bending sideways, right—One! 8—8.
    - b. With wand! 8—8.
  6. Wand at carry—One! Two!
  7. Forward—March! (Return wands to place.)
  8. Stretching.
  9. Running.
  10. Breathing—Begin! Four times.



**4 a. AIMING RIGHT AND LEFT ALTERNATELY**

1, aim to the right; 2, swing the wand down in front of and across the body to the left; 3, aim to the left; 4, swing the wand down and across to the right; 5, aim to the right; 6, 7, continue to alternate the direction of the aiming, swinging the wand down in the transition; 8 wand down to position in front.

---

**4 b. STEPPING AND RISING ON TOES**

1, step forward with the right foot as for walking; 2, bring up the left heel beside the right, at the same time quickly rising on the toes and lowering the heels to position; 3, step forward with the left foot; 4, bring up the right foot, rise on the toes and lower the heels to position; 5, step backward with the right foot; 6, draw the left foot back beside the right, rise on the toes and lower the heels to position; 7, 8, the same with the left foot leading. Repeat.

---

**4 c. COMBINATION OF STEPPING AND RISING ON TOES AND AIMING**

1, step forward with the right foot, rise on the toes, and aim to the right; 2, swing the wand down across the body as the heels are lowered; 3, 4, repeat with the other foot leading and the wand swung across to the aiming position on that side. The combination of these two exercises will fall into a natural, swinging rhythm, the aiming and the rising on toes coming together and the downward motion of the wand and heels coinciding. Waltz time will facilitate the mastery of this rhythm.

## LESSON XII

1. Stretching.
2. Facings.
- Marching.
  3. {
    - a. Wand to chest, vertical and return—One! 8—8.
    - b. Foot!—side—face—front—place. 8—8.
    - c. Combine! 8—8.
  4. {
    - a. Aiming right and left alternately—One! 8—8.
    - b. Foot!—step—up, down. 8—8.
    - c. Combine! 8—8.
  5. {
    - a. **Wand over head—One!** 16.
    - b. Trunk!—twist—front. 8—8.
    - NOTE.— Trunk twisting.
    - c. **Combine!** 8—8.
6. Wand at carry—One! Two!
7. Forward—March! (Return wands to place.)
8. Stretching.
9. Running.
10. Breathing—Begin! Four times.



**5 a. WAND OVER HEAD**

1, raise the wand in a horizontal position directly over the head, the elbows straight and the head erect; 2, wand down to position.

---

**5 c. COMBINATION OF TRUNK TWISTING AND WAND OVER HEAD**

1, twist the trunk to the side and raise the wand over the head; 2, return to the front, the wand down to position.

## LESSON XIII

1. Stretching.
2. Facings.
- Marching.
  3. {
    - a. **Alternate wand to chest and aiming, right—One!** 8—8.
    - b. **On toes!**—up—down—side—place.

NOTE.—Alternate rising on toes and point step sideways.

    - c. **Combine!** 8—8.
  4. {
    - a. Aiming right and left alternately—One! 8—8.
    - b. **Foot!**—step—up, down. 8—8.
    - c. **Combine!** 8—8.
  5. {
    - a. **Wand over head—One!** 16.
    - b. **Trunk!**—twist—front. 8—8.
    - c. **Combine!** 8—8.
  6. **Wand at carry—One! Two!**
  7. **Forward—March!** (Return wands to place.)
  8. Stretching.
  9. Running.
 

Arms folded behind—Place!
  10. **Breathing—Begin!** Four times.

**3 a. ALTERNATE WAND TO CHEST AND AIMING**

1, raise the wand to the chest; 2, wand down to position; 3, aim to the right side; 4, wand down to position.

---

**3 b. ALTERNATE RISING ON TOES AND POINT STEP SIDEWAYS**

1, rise on the toes; 2, heels down; 3, point step sideways; 4, heels together.

---

**3 c. COMBINATION OF RISING ON TOES AND POINT STEP SIDEWAYS  
WITH WAND TO CHEST AND AIMING**

1, rise on the toes and raise the wand to the chest; 2, heels and wand down; 3, aim to the right side and take the point step to the left; 4, heels together and wand down. In aiming to the left take the point step to the right.

## LESSON XIV

1. Stretching.
2. Facings.
- Marching.
  3. {
    - a. Alternate wand to chest and aiming—One! 8—8.
    - b. On toes!—up—down—side—place. 8—8.
    - c. Combine! 8—8.
  4. {
    - a. **Alternate point step and stepping and rising on toes. right—One!** Forward 16, backward 16.
    - b. **With aiming!** 16—16.
  5. {
    - a. Wand over head—One! 16.
    - b. Trunk!—twist—front. 8—8.
    - c. Combine! 8—8.
  6. Wand at carry—One! Two!
  7. Forward—March! (Return wands to place.)
  8. Stretching.
  9. Running.
  10. Breathing—Begin! Four times.

---

**4 a. ALTERNATE POINT STEP AND STEPPING AND RISING ON TOES**

1, point step forward with the right foot; 2, heels together; 3, point step forward with the left foot; 4, heels together; 5, 6, “step, up, down,” with the right foot leading; 7, 8, “step, up, down,” with the left foot leading. Repeat through 16 counts; on the second 16 step backward instead of forward.

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**4 b. COMBINATION OF ALTERNATE POINT STEP AND STEPPING AND RISING ON TOES WITH AIMING**

During the stepping and rising on toes aim to the sides as in previous lessons. The wand remains down in front during the point steps.

LESSON XV

1. Stretching.
2. Facings.
- Marching.
  3. {
    - a. Alternate wand to chest and aiming—One! 8—8.
    - b. On toes!—up—down—side—place. 8—8.
    - c. Combine! 8—8.
  4. {
    - a. Alternate point step and stepping and rising on toes, right—One! 16—16.
    - b. With aiming! 16—16.
  5. {
    - a. **Wand to chest and over head alternately—One! 16.**
    - b. **Trunk!—bend—up—twist—front. 8—8.**

NOTE.—Alternate trunk bending sideways and twisting.

    - c. **Combine! 8—8.**
6. Wand at carry—One! Two!
7. Forward—March! (Return wands to place.)
8. Stretching.
9. Running.
10. Breathing—Begin! Four times.

**5 a. WAND TO CHEST AND OVER HEAD ALTERNATELY**

1, wand to the chest; 2, wand down to position; 3, wand over head; 4, wand down to position.

---

**5 b. ALTERNATE TRUNK BENDING SIDEWAYS AND TWISTING**

1, bend the trunk to the side; 2, resume the erect position; 3, twist the trunk to the same side; 4, face to the front.

---

**5 c. COMBINATION OF TRUNK BENDING SIDEWAYS AND TWISTING WITH WAND TO CHEST AND OVERHEAD**

1, raise the wand to the chest and bend the trunk to the side simultaneously; 2, resume the erect position, wand down in front; 3, raise the wand over the head and twist the trunk to the side; 4, face to the front, wand down to position.



LESSON XVI

1. Stretching.
2. Facings.
- Marching.
  3. 

{	<b>a. Aiming sideways, wand forward and return, right!</b> —One! 8—8.
	<b>b. Foot!—side—forward—side—place.</b> 8—8. NOTE.—Point step sideways, forward, and return.
	<b>c. Combine!</b> 8—8.
  4. 

{	<b>a. Alternate point step and stepping and rising on toes,</b> right—One! 16—16.
	<b>b. With aiming!</b> 16—16.
  5. 

{	<b>a. Wand to chest and over head alternately—One!</b> 16.
	<b>b. Trunk—bend—up—twist—front.</b> 16—16.
	<b>c. Combine!</b> 16—16.
6. Wand at carry—One! Two!
7. Forward—March! (Return wands to place.)
8. Stretching.
9. Running.
10. Breathing—Begin! Four times.

**3 a. AIMING SIDEWAYS, WAND FORWARD AND RETURN**

1, aim to the side; 2, swing the wand from this to the forward position as in Lesson VI; 3, aim again to the same side; 4, wand down to position.

---

**3 b. POINT STEP SIDEWAYS, FORWARD AND RETURN**

1. point step to the side; 3, point step forward; 3, point step again to the side; 4, heels together.

---

**3 c. COMBINATION OF POINT STEP AND WAND, SIDEWAYS,  
FORWARD AND RETURN**

1, point step and aiming to the side; 2, point step forward, and wand forward; 3, point step and aiming again to the side; 4, heels together and wand down to position.

LESSON XVII

1. Stretching.
2. Facings.
- Marching.
3. {
  - a. Aiming sideways, wand forward and return, right —One! 8—8.
  - b. Foot!—side—forward—side—place. 8—8.
  - c. Combine! 8—8.
4. {
  - a. **Wand forward twice and to chest twice—One!** 16.
  - b. **Foot! forward—place—change—place; twist—front —change—front.** 16.
  - NOTE.—**Point step and trunk twisting.**
  - c. **Combine!** 16 or 32.
5. {
  - a. Wand to chest and over head alternately—One! 8.
  - b. Trunk!—bend—up—twist—front. 8—8.
  - c. Combine! 8—8.
6. Wand at carry—One! Two!
7. Forward—March! (Return wands to place.)
8. Stretching.
9. Running.
10. Breathing—Begin! Four times.

**4 a. WAND FORWARD TWICE AND TO CHEST TWICE**

1, raise the wand forward; 2, down to position; 3, 4, repeat; 5, wand to chest; 6, down to position; 7, 8, repeat.

---

**4 b. POINT STEP AND TRUNK TWISTING**

1, point step forward with the right foot; 2, heels together; 3, point step forward with the left foot; 4, heels together; 5, twist the trunk to the right and extend the right foot in a point step in front of the body as it then faces; 6, return to the front, heels together; 7, 8, repeat the twisting to the opposite side.

---

**4 c. COMBINATION OF POINT STEP AND TRUNK TWISTING WITH WAND FORWARD AND TO CHEST**

1, point step forward with the right foot and raise the wand forward; 2, heels together and wand down; 3, raise the wand forward again and take the point step forward with the left foot; 4, wand down and heels together; 5, twist to the right, the right foot extended in a point step and the wand at the chest; 6, return to the front, heels together and wand down; 7, 8, repeat to the opposite side.

LESSON XVIII

1. Stretching.
2. Facings.
- Marching.
  3. {
    - a. Wand forward twice and to chest twice—One! 16.
    - b. Foot!—forward—place—change—place; twist—front—change—front. 16.
    - c. Combine! 16 or 32.
  4. {
    - a. Wand over head—One! 8.
    - b. On toes! 8.
    - NOTE.—Rising on toes.
    - c. **Combine!** 8.
  5. {
    - a. Wand to chest and over head alternately—One! 8.
    - b. Trunk!—bend—up—twist—front. 8—8.
    - c. Combine! 8—8.
6. Wand at carry—One! Two!
7. Forward—March! (Return wands to place.)
8. Stretching.
9. Running.
10. Breathing—Begin! Four times.

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4 c. COMBINATION OF RISING ON TOES AND WAND OVER HEAD

1, rise on the toes and raise the wand over the head; 2, heels and wand down. Keep the head erect.

## Second Series

### Wands, 3 feet

#### PROGRAMME FOR SPECIAL EXERCISES

1. {
  - a. Aiming, right—One! 8—8. Lesson IV.
  - b. Foot!—side—place. 8—8.
  - c. Combine! 8—8.
2. {
  - a. Wand vertically forward, right arm up—One!  
8—8—8. Lesson VII.
  - b. Trunk!—twist—front. 8—8.
  - c. Combine! 8—8.
3. {
  - a. Wand to chest, forward and return—One! 16.  
Lesson IX.
  - b. Foot!—forward—up—down—place. 8—8.
  - c. Combine! 8—8.
4. {
  - a. Wand to chest and overhead, alternately—One! 16.  
Lesson XV.
  - b. Trunk!—bend—up—twist—front. 16 or 32.
  - c. Combine! 8—8.
5. {
  - a. Wand over head—One! 8. Lesson XVIII.
  - b. On toes! 8.
  - c. Combine! 8.
6. {
  - a. Aiming right and left, alternately—One! 8—8.  
Lesson XI.
  - b. Foot!—step—up, down; step—up, down. 8—8.
  - c. Combine! 8—8.

# Third Series

Third year, boys and girls

Dumb-bells,  $\frac{1}{2}$  pound

## LESSON I

NOTE.—For details of preliminaries, stretching, tactics, floor formations, etc., see Explanatory Notes.

**Class—Stand!**

1. **Stretching.**

2. **Left—Face!**

**Right—Face!**

**Forward—March!** (Take bells and march to position on floor.)

3. { *a.* **Raising bell forward, right—One!** Right 8, left 8.  
both 8.  
*b.* **Foot!—forward—place.** 8—8.  
NOTE.—**Point step forward.**  
*c.* **Combine!** 8—8.

4. **Forward—March!** (Return bells to place.)

**Class—Halt!**

5. **Stretching.**

6. **Forward—March!** (To seats.)

**3 a. RAISING BELLS FORWARD**

1, raise the bell at full arm's length forward and upward to shoulder level, the bell vertical; 2, lower again to the side. Keep the head erect, and avoid any forward motion of the hips or backward inclination of the shoulders.

**3 b. POINT STEP FORWARD**

1, extend the foot forward, and touch the toe on a line directly forward of the position from which it started; 2, heels together. Keep the body firmly poised, with the shoulders (upper part of the body) perfectly still, and the knees stiff. Do not drag or scuff the foot over the floor. The weight should remain entirely on the stationary foot.

**3 c. COMBINATION OF POINT STEP FORWARD AND RAISING BELLS FORWARD**

1, point step forward with the right foot and both bells raised forward; 2, heels together and bells down.



## LESSON II

1. Stretching.

2. Facings.

Marching.

3. { *a.* Raising bell sideways, right—One! 8—8—8.    *b.* Foot!—side—place. 8—8.

NOTE.—Point step sideways.

*c.* Combine! 8—8.4. { *a.* Clicking bells vertically forward—One! 8.    *b.* Trunk!—twist—front—left—front. 8.

NOTE. — Trunk twisting, right and left alternately.

*c.* Alternate!—twist—place—click—place. 16.    *d.* Combine! 8.

5. Forward—March! (Return bells to place.)

6. Stretching.

Arms folded behind—Place!

7. Breathing—Begin!

Position!

3 *a.* RAISING BELL SIDEWAYS

1, raise the bell at full arm's length sideways to shoulder level, bell horizontal; 2, lower again to the side. Keep the waist and head erect, and make the movement a strong pull throughout that it may lift and expand the chest.

3 *b.* POINT STEP SIDEWAYS

1, touch the side of the toe directly to the side, stretching the instep as straight as possible; 2, heels together. As in the point step forward, the weight should be held steadily on the stationary foot that a firmly poised carriage may be cultivated by the exercise. Keep the shoulders squarely to the front and the knees stiff.



**3 c. COMBINATION OF POINT STEP AND RAISING BELLS SIDEWAYS**

- 1, point step to the side and both bells raised sideways;
- 2, heels together and bells down to position.

---

**4 a. CLICKING BELLS VERTICALLY FORWARD**

- 1, swing the bells up to shoulder level at arm's length in front and click the four lobes together, the bells held vertically;
- 2, lower the bells again to the sides.

Avoid bending backward from the waist as the arms are stretched forward, and be sure that the chest is thrown well forward as the arms return to position at the sides.

**4 b. TRUNK TWISTING, RIGHT AND LEFT ALTERNATELY**

1, twist or rotate the trunk to the right side; 2, return to the forward position; 3, 4, twist to the left side and return. The movement should be from the ankles, the feet remaining firmly in place and flat upon the floor. The head should turn with the trunk, but no farther. There should be no bending sideways at the waist.

---

**4 c. ALTERNATE TRUNK TWISTING AND CLICKING BELLS**

1, twist the trunk to the right; 2, return to the front; 3, click the bells forward; 4, bells down to the sides; 5, twist the trunk to the left; 6, face to the front; 7, click the bells; 8, position.

---

**4 a. COMBINATION OF TRUNK TWISTING  
AND CLICKING BELLS**

1, twist to the right and click the bells in front of the body as it then faces; 2, return to the front, bells down to the sides; 3, twist to the left and click the bells in front; 4, position.

---

**7. BREATHING**

Inhale a deep breath through the nostrils and exhale through the mouth. Repeat three times. The breath should be much deeper than the normal.

The folding of the arms behind keeps the shoulders from an exaggerated shrugging or lifting during the inhalation.



## LESSON III

1. Stretching.
2. Facings.
- Marching.
  3. {
    - a. **Swinging bell forward to shoulder, right—One!**  
8—8—8.
    - b. **Foot!—forward—place.** 8—8.  
NOTE.—Point step forward.
    - c. **Combine!** 8—8.
  4. {
    - a. **Raising bell sideways, right—One!** 8—8—8.
    - b. **On toes!—up—down.** 8.  
NOTE.—Rising on toes.
    - c. **Alternate!—up—down—arms—down.** 8.
    - d. **Combine!** 8.
  5. {
    - a. **Clicking bells vertically forward—One!** 8.
    - b. **Trunk!—twist—front—left—front.** 8.
    - c. **Alternate!—twist—place—click—place.** 16.
    - d. **Combine!** 8.
6. **Forward—March!** (Return bells to place.)
7. Stretching.
8. **Running.**  
NOTE.—See Reference Note 7.
9. **Breathing—Begin! Four times.**



**3 a. SWINGING BELL FORWARD  
TO SHOULDER**

1, swing the bell forward and upward the full length of the arm as in the raising forward, and when at shoulder level bend the elbow and bring the hand to the top of the shoulder, the elbow remaining pointed forward at shoulder level; 2, swing the arm forward and downward to position at the side. Keep the head and torso erect. Be sure that the arm is stretched to its full length in passing through the forward position. Avoid tipping the trunk backward by keeping the hips well back.

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**3 c. COMBINATION OF POINT STEP FORWARD AND SWINGING  
BELLS FORWARD TO SHOULDERS**

1, point step forward with the right foot and swing both bells forward to the top of the shoulders; 2, heels together and bells forward and downward to position.

---

**9. BREATHING**

While inhaling raise the arms sideways to shoulder level; while exhaling lower them to position.

**4 b. RISING ON TOES**

1, rise on the toes as high as possible; 2, heels down, quietly and without jarring. The return to position should not be made until the count for it is given, that the exercise may lose nothing of its power to cultivate good balance and erect carriage. Be sure that the weight is not allowed to sway back over the heels when the latter are lowered.

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**4 c. ALTERNATE RAISING BELLS SIDEWAYS AND RISING ON TOES**

1, rise on the toes; 2, heels down; 3, raise the bells sideways; 4, bells down.

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**4 d. COMBINATION OF RISING ON TOES AND RAISING BELLS SIDEWAYS**

1, rise on the toes and raise the bells sideways to shoulder level; 2, heels and bells down to position.

## LESSON IV

1. Stretching.

2. Facings.

Marching.

3. { a. **Swinging** bell sideways to shoulder, right—One!  
8—8—8.  
b. Foot!—side—place. 8—8.  
NOTE.—Point step sideways.  
c. **Combine!** 8—8.
4. { a. Raising bell sideways, right—One! 8—8—8.  
b. On toes! 8.  
c. Alternate!—up—down—arms—down. 8.  
d. Combine! 8.
5. { a. Clicking bells vertically forward—One! 8.  
b. Trunk!—twist—front—left—front. 8.  
c. Alternate!—twist—place—click—place. 16.  
d. Combine! 8.
6. Forward—March! (Return bells to place.)
7. Stretching.
8. Running.
9. Breathing—Begin! Four times.

**3 a SWINGING BELL SIDEWAYS TO SHOULDER**

1, swing the bell upward at the side the full length of the arm, turning the palm upward as it moves; when at shoulder level, bend the elbow and bring the hand to the top of the shoulder, the elbow remaining extended horizontally at the side; 2, swing the bell out again to the side the full length of the arm, and down to position, turning the palm down and in as it moves.

This is a very effective exercise for the side of the chest, for the top and back of the shoulder, and for the arm itself. Keep the head erect.

---

**3 c. COMBINATION OF POINT STEP AND SWINGING BELLS  
SIDEWAYS TO SHOULDERS**

1, point step to the side and swing both bells sideways to the top of the shoulders; 2, heels together, and bells outward and downward to position.



LESSON V

1. Stretching.
2. Facings.
- Marching.
  3. {
    - a. Swinging bell sideways to shoulder, right—One!  
8—8—8.
    - b. Foot!—side—place. 8—8.
    - c. Combine! 8—8.
  4. {
    - a. **Clicking bells over head—One!** 8.
    - b. On toes! 8.
    - NOTE.—Rising on toes.
    - c. **Alternate!** 8.
    - d. **Combine!** 8.

Bells on hips—Place!
  5. {
    - a. **Alternate point step forward and trunk bending side-ways, right—One!** 8—8.
    - b. **With clicking!** 8—8.

Position!
6. Forward—March! (Return bells to place.)
7. Stretching.
8. Running.
9. Breathing—Begin! Four times.

---

**4 a. CLICKING BELLS OVER HEAD**

1, swing the bells upward at the sides with a full sweep of the arms and click the thumb ends over the head; 2, swing the arms outward and downward again to position at the sides. Keep the head erect.

This is an excellent exercise for the chest and shoulders, if the arms are stretched to their full extent throughout the movements.

**4 c. ALTERNATE RISING ON TOES AND CLICKING BELLS OVER HEAD**

1, rise on the toes; 2, heels down; 3, click the bells over the head; 4, bells down.

---

**4 d. COMBINATION OF RISING ON TOES AND CLICKING BELLS OVER HEAD**

1, rise on the toes and click the bells over the head; 2, bells and heels down to position.

---

**5 a. ALTERNATE POINT STEP FORWARD AND TRUNK BENDING SIDWAYS**

1, point step forward with the right foot; 2, heels together; 3, point step forward with the left foot; 4, heels together; 5, bend the trunk from the waist directly to the right side; 6, resume the erect position; 7, bend the trunk to the left side; 8, resume the erect position.

In bending the trunk keep both feet flat upon the floor and the knees stiff. The head should remain in a straight line with

the axis of the trunk. The bending should be to an obtuse angle, and as far as can easily be done without strain. There should be no rotating of the trunk forward or backward of the lateral line. The bending should be far enough to exert a strong pressure upon the internal organs, and thus affect the circulation and digestion.

---



**5 b. ALTERNATE POINT STEP FORWARD AND TRUNK BENDING  
SIDEWAYS WITH CLICKING**

Click the thumb ends of the bells at arm's length down in front while taking the point step; return the bells to the hips as the heels come together. The bells remain on the hips during the trunk bending.

## LESSON VI

1. Stretching.

2. Facings.

Marching.

Bells on hips—Place!

3. { *a.* **Extending bells sideways, clicking forward and returning, both—One!** 16.  
*b.* **Foot!—side—forward—side—place.** 8—8.  
 NOTE.—**Point step sideways, forward, and return.**  
*c.* **Combine!** 8—8.

Position!

4. { *a.* Clicking over head—One! 8.  
*b.* On toes! 8.  
*c.* Alternate! 8.  
*d.* Combine! 8.

Bells on hips—Place!

5. { *a.* Alternate point step forward and trunk bending sideways, right—One! 8—8.  
*b.* With clicking! 8—8.

Position!

6. Forward—March! (Return bells to place.)  
 7. Stretching.  
 8. Running.  
 9. Breathing—Begin! Four times.

**3 a. EXTENDING BELLS SIDEWAYS, CLICKING FORWARD, AND RETURNING**

1, extend the bells sideways at full arm's length, palms down and bells horizontal; 2, keeping the elbows straight, swing the bells forward and click the thumb ends at shoulder level in front; 3, return again to the side position; 4, bells on hips. Keep the head erect.

This succession of movements is admirable for chest expansion.

---

**3 b. POINT STEP SIDEWAYS, FORWARD, AND RETURN**

1, point step to the side; 2, move the same foot to the point step forward; 3, return the foot to the point step sideways; 4, heels together.

This is an admirable balance exercise if the movement be made a full circular sweep from the hip joint and the shoulders are held squarely to the front—not allowed to swing to the side as the foot moves.

---

**3 c. COMBINATION OF POINT STEP SIDEWAYS, FORWARD, AND RETURNING WITH BELLS SIDEWAYS AND CLICKING FORWARD**

1, point step, and both arms sideways; 2, point step forward and click the bells in front; 3, foot and bells again to the side; 4, heels together and bells on hips.

## LESSON VII

1. Stretching.

2. Facings.

Marching.

Bells on hips—Place!

3. {  
 a. Extending bells sideways, clicking forward and returning, both—One! 16.  
 b. Foot!—side—forward—side—place. 8—8.  
 c. Combine! 8—8.
4. {  
 a. Extending bells sideways, both—One! 8.  
 b. **Knee!**—up—place. 8—8.  
 NOTE.—**Lifting knee.**  
 c. **Alternate!**—knee—place—arms—place. 16.  
 d. **Combine!** 8.
5. {  
 a. Alternate point step forward and trunk bending sideways, right—One! 8—8.  
 b. With clicking! 8—8.

Position!

6. Forward—March! (Return bells to place.)

7. Stretching.

8. Running.

9. Breathing—Begin! Four times.

**4 b. LIFTING KNEE**

1, lift the knee upward and forward until the thigh is at right angles with the trunk of the body, and the lower leg is at right angles with the thigh, the toe depressed and pointed downward; 2, heels together. Keep the trunk erect.

This exercise affects chiefly the muscles of the thigh and abdomen. It is an admirable balance movement.



---

**4 c. ALTERNATE LIFTING KNEE AND EXTENDING BELLS SIDEWAYS**

1, lift the right knee; 2, heels together; 3, extend both bells sideways; 4, bells on hips; 5, lift the left knee; 6, heels together; 7, extend both arms; 8, bells on hips.

---

**4 d. COMBINATION OF LIFTING KNEE AND EXTENDING BELLS SIDEWAYS**

1, lift the knee and extend both bells to the side; 2, heels together and bells on hips. Alternate the knees in this combination. Keep the shoulders and head erect.

## LESSON VIII

1. Stretching.

2. Facings.

Marching.

3. { *a.* **Swinging bell forward to shoulder, extending forward and returning, right—One!** 8—8—8.  
*b.* **Foot!—forward—up—down—place.** 8—8.  
 NOTE.—**Stepping forward and rising on toes.**  
*c.* **Combine!** 8—8.

Bells on hips—Place!

4. { *a.* Extending bells sideways, both—One! 8.  
*b.* Knee!—up—place. 8—8.  
*c.* Alternate!—knee—place—arms—place. 16.  
*d.* Combine! 8.

Position!

5. { *a.* **Clicking bells forward and backward—One.** 8.  
*b.* Trunk!—twist—front. 8.  
 NOTE.—Trunk twisting.  
*c.* **Alternate!—twist—front—click—click.** 16.  
*d.* **Combine!** 8—8.

6. Forward—March! (Return bells to place.)

7. Stretching.

8. Running.

9. Breathing—Begin! Four times.

---

3 *a.* **SWINGING BELL FORWARD TO SHOULDER, EXTENDING FORWARD AND RETURNING**

1, swing the bell forward to the top of the shoulder; 2, extend the bell at arm's length forward at shoulder level, bell vertical; 3, return to the shoulder; 4, swing forward and downward to position at the side.



**3 b. STEPPING FORWARD AND RISING ON TOES**

1, step forward, both feet flat upon the floor and with the weight resting equally upon them; 2, rise on the toes; 3, heels down; 4, heels together.

Because of the elongated base this is a more difficult balance movement than the rising on toes with the heels together.

---

**3 c. COMBINATION OF STEPPING FORWARD AND RISING ON TOES WITH BELLS TO SHOULDERS AND FORWARD**

1, step forward and swing both bells forward to the top of the shoulders; 2, rise on the toes and extend the



bells forward; 3, heels down and bells again on the shoulders; 4, heels together and bells forward and downward to position at the sides.



**5 a. CLICKING BELLS FORWARD AND BACKWARD**

1, click the thumb ends of the bells at arm's length down in front; 2, swing the bells around the hips and click the same ends at arm's length down behind; 3, 4, 5, 6, 7, continue to alternate the forward and backward clicking; 8, arms to position at the sides. Keep the head erect and the chest well forward.

If the points of posture noted be carefully observed, this is an excellent exercise for the chest and shoulder blades.

**5 c. TRUNK TWISTING ALTERNATED WITH CLICKING BELLS  
FORWARD AND BACKWARD**

1, twist the trunk to the right; 2, return to the front; 3, click the bells in front; 4, click the bells behind; 5, twist the trunk to the left; 6, return to the front; 7, click the bells in front; 8, click the bells behind.

---

**5 a. COMBINATION OF TRUNK TWISTING WITH CLICKING BELLS  
FORWARD AND BACKWARD**

1, twist to the right and click the bells in front of the body as it then faces; 2, face to the front and click the bells behind; 3, twist to the left and click the bells in front; 4, face to the front and click the bells behind.

## LESSON IX

1. Stretching.
2. Facings.
- Marching.
  3. {
    - a. Swinging bell forward to shoulder, extending forward and returning, right—One! 8—8—8.
    - b. Foot!—forward—up—down—place. 8—8.
    - c. Combine! 8—8.
  4. {
    - a. **Swinging bells sideways and clicking, both—One! 8.**
    - b. On toes! 8.
    - NOTE.—Rising on toes.
    - c. **Combine! 8.**
  5. {
    - a. Clicking bells forward and backward—One! 8.
    - b. Trunk!—twist—front. 8.
    - c. Alternate!—twist—front—click—click. 16.
    - d. Combine! 8—8.
6. Forward—March! (Return bells to place.)
7. Stretching.
8. Running.
9. Breathing—Begin! Four times.

**4 a. SWINGING BELLS SIDEWAYS AND CLICKING**

1, raise the bells straight out at the sides at shoulder level, bells horizontal; 2, swing the bells down in front and click the thumb ends; 3, swing them up again to the side position; 4, 5, 6, 7, continue to alternate the two movements as above; 8, bells down to position at the sides.

---

**4 c. COMBINATION OF RISING ON TOES AND SWINGING BELLS  
SIDEWAYS AND CLICKING**

1, raise the bells to the sides and rise on toes; 2, heels down and click the bells in front.

## LESSON X

1. Stretching.

2. Facings.

Marching.

3. { *a.* **Swinging bell sideways to shoulder, extending sideways and returning, right—One!** 8—8—8.  
*b.* **Foot!—side—face—front—heels.** 8—8.  
 NOTE.—**Point step and facing sideways.**  
*c.* **Combine!** 8—8.

4. { *a.* Swinging bells sideways and clicking, both—One! 8.  
*b.* On toes! 8.  
*c.* Combine! 8.

Bells on hips—Place!

5. { *a.* Swinging bells sideways to shoulders, both—One! 8.  
*b.* Trunk!—bend—up—left—up. 8.  
 NOTE.—Trunk bending sideways, right and left alternately.  
*c.* **Alternate!—bend—up—arms—place.** 16.  
*d.* **Combine!** 8.

Position!

6. Forward—March! (Return bells to place.)

7. Stretching.

8. Running.

9. Breathing—Begin! Four times.

---

**3 a. SWINGING BELL SIDWAYS TO SHOULDER, EXTENDING SIDWAYS AND RETURNING**

1, swing the bell sideways to the top of the shoulder; 2, extend the arm sideways, elbows straight, palm up, bell horizontal; 3, return to the shoulder; 4, swing sideways and downward to position at the side.

**3 b. POINT STEP AND FACING SIDEWAYS**

1, point step to the side; 2, face to the side, the feet being then in the position of point step forward; 3, return to the front, the feet being then in the position of point step position sideways; 4, heels together.

---



**3 c. COMBINATION OF POINT STEP AND FACING SIDEWAYS WITH SWINGING BELLS TO SHOULDERS AND SIDEWAYS**

1, point step to the side and swing both bells sideways to the top of the shoulders; 2, face to the side and extend the bells sideways at shoulder level; 3, return to the front, bells on the shoulders; 4, heels together and swing the bells outward to the sides and downward to position.



**5 c. ALTERNATE TRUNK BENDING  
SIDEWAYS AND SWINGING  
BELLS SIDEWAYS TO SHOUL-  
DERS**

1, bend the trunk to the right side; 2, resume the erect position; 3, swing both bells sideways to the shoulders; 4, extend the bells sideways and return them to the hips; 5, bend the trunk to the left; 6, erect position; 7, swing the bells sideways to the top of the shoulders; 8, return the bells to the hips.

---

**5 d. COMBINATION OF TRUNK BENDING SIDEWAYS AND SWINGING  
BELLS TO SHOULDERS**

1, bend the trunk to the side and swing the bells to the top of the shoulders; 2, resume the erect position, extend the bells sideways and return them to the hips. Alternate the bending from right to left.



LESSON XI

1. Stretching.

2. Facings.

Marching.

3. { a. Swinging bell sideways to shoulder, extending side-ways and returning right—One! 8—8—8.  
 b. Foot!—side—face—front—heels. 8—8.  
 c. Combine! 8—8.

4. { a. **Swinging bells right and left alternately—One!** 8.  
 b. **On toes!**—right—left. 8.  
 NOTE.—Swinging upon toes.  
 c. **Combine!** 8.

Bells on hips—Place!

5. { a. Swinging bells sideways to shoulders, both—One! 8.  
 b. Trunk!—bend—up—left—up. 8.  
 c. Alternate!—bend—up—arms—place. 16.  
 d. Combine! 8.

Position!

6. Forward—March! (Return bells to place.)

7. Stretching.

8. Running.

9. Breathing—Begin! Four times.

**4 a. SWINGING BELLS RIGHT AND LEFT ALTERNATELY**

1, swing both bells to the right side, the right arm extended at full length, palm to the front, the left arm bent across the front of the body, palm facing inward, both bells vertical; 2, swing the arms down across the front of the body with a full downward extension of the arms in the transition, and raise them to the same position on the left side that they had on the opposite side on the first count; 3, 4, 5, 6, 7, continue to swing the arms from side to side; 8, bells down to position.

This is a very effective exercise for the top and back of the shoulders.

**4 b. SWINGING UP ON TOES**

1, take a short step to the right and rise on the toes; 2, keeping the feet in the same relative position, lower the heels, transfer the weight mainly to the left foot and swing up on the toes on that side; 3, 4, 5, 6, 7, 8, continue to swing from one side to the other, rising on the toes in the terminal positions as above. Keep the shoulders squarely to the front.



---

**4 c. COMBINATION OF SWINGING UP ON TOES WITH BELLS**

1, swing up on the toes toward the right side and swing both arms to the right; 2, swing up on the toes toward the left side and swing both arms to the left; 3, 4, 5, 6, 7, continue to alternate the direction of the swinging as above; 8, heels together and bells down to position at the sides.

LESSON XII

1. Stretching.

2. Facings.

Marching.

3. { *a.* Clicking bells forward and backward—One! 16.  
*b.* **Foot!**—forward—raise—down—place. 8—8.  
 NOTE.—Point step forward, and raising knee.  
*c.* **Combine!** 8—8.

4. { *a.* Swinging bells right and left alternately—One! 8  
*b.* On toes!—right—left. 8.  
*c.* Combine! 8.

Bells on hips—Place!

5. { *a.* Swinging bells sideways to shoulder, both—One! 8  
*b.* **Trunk!**—bend—up—left—up. 8.  
*c.* Alternate!—bend—up—arms—place. 16.  
*d.* Combine! 8.

Position!

6. Forward—March! (Return bells to place.)  
 7. Stretching.  
 8. Running.  
 9. Breathing—Begin! Four times.

**3 b. POINT STEP FORWARD AND RAISING KNEE**

1, point step forward; 2, from this position raise the knee as in previous lessons; 3, return to the point step; 4, heels together.

---

**3 c. COMBINATION OF POINT STEP AND RAISING KNEE, WITH  
CLICKING FORWARD AND BACKWARD**

1, point step forward and click the bells in front; 2, raise the knee and click the bells behind; 3, point step forward again and click the bells in front; 4, heels together and bells to position at the sides.

LESSON XIII

1. Stretching.

2. Facings.

Marching.

3. { a. Clicking bells forward and backward—One! 16.  
 { b. Foot!—forward—raise—down—place. 8—8.  
 { c. Combine! 8—8.

4. { a. Swinging bells right and left alternately—One! 8.  
 { b. On toes!—right—left. 8.  
 { c. Combine! 8.

Bells on hips—Place!

5. { a. **Alternate swinging bells sideways to shoulders and clicking over head, both—One! 16.**  
 { b. **Trunk!—bend—up—rise—down. 16.**  
 { NOTE.—**Alternate trunk bending sideways and rising on toes.**  
 { c. **Combine! 16.**

Position!

6. Forward—March! (Return bells to place.)  
 7. Stretching.  
 8. Running.  
 9. Breathing—Begin! Four times.

**5 a. ALTERNATE SWINGING BELLS SIDEWAYS TO SHOULDERS AND CLICKING OVER HEAD**

1, swing the bells sideways to the top of the shoulders; 2, return the bells to the hips; 3, click the thumb ends of the bells directly over the head; 4, bells on hips. Keep the head erect.

---

**5 b. ALTERNATE TRUNK BENDING SIDEWAYS AND RISING ON TOES**

1, bend the trunk to the right side; 2, resume the erect position; 3, rise on the toes; 4, heels down; 5, 6, 7, 8, repeat but bend to the left side.

---

**5 c. COMBINATION OF TRUNK BENDING SIDEWAYS AND RISING ON TOES, WITH BELLS ON SHOULDERS AND CLICKING OVER HEAD**

1, bend the trunk to the right side and swing both bells to the top of the shoulders; 2, resume the erect position, bells on hips; 3, rise on the toes and click the bells over the head; 4, heels down and bells on hips.

LESSON XIV

1. Stretching.
2. Facings.
- Marching.
  3. {
    - a. **Bells on hips, sideways and return, right—One!**  
8—8—8.
    - b. **Foot!—forward—bend—up—place.** 8—8.  
NOTE.—Stepping and bending forward.
    - c. **Combine!** 8—8.  
Bells on hips—Place!
  4. {
    - a. Clicking bells vertically forward—One! 8.  
NOTE.—As in Lesson II.
    - b. **Foot!—forward—place—left—place—walk, two, three**  
**—heels.** 16.  
NOTE.—Alternate point step and walking.
    - c. **Combine!** 16.
  5. {
    - a. Alternate swinging bells sideways to shoulders and clicking over head, both—One! 16.
    - b. **Trunk!—bend—up—rise—down.** 16.
    - c. **Combine!** 16.
- Position!
6. Forward—March! (Return bells to place.)
7. Stretching.
8. Running.
9. Breathing—Begin! Four times.

---

3 a. BELLS ON HIPS, SIDEWAYS AND RETURN

1, both bells on the hips; 2, extend the bells sideways to full arm's length at shoulder level, turning the palms upward as they move, bells horizontal; 3, return the bells to the hips; 4, bells down to position.

**3 b. STEPPING AND BENDING FORWARD**

1, step forward so that the weight is carried equally by both feet; 2, bend the forward knee, keeping the back knee straight and both feet flat upon the floor; 3, straighten the forward knee; 4, heels together. The trunk should be held erect throughout. There should be no scuffing.

The bending movement should be as far as is possible with an erect carriage of the trunk, that the muscles of the calf and thigh may be brought well into action.

**3 c. COMBINATION OF STEPPING AND BENDING FORWARD WITH BELLS ON HIPS AND SIDEWAYS**

1, step forward and place both bells upon the hips; 2, bend the forward knee and extend the bells sideways, palms up; 3, straighten the knee and return the bells to the hips; 4, heels together, and bells down to position.



**4 b. ALTERNATE POINT STEP AND WALKING**

1, point step forward with the right foot; 2, heels together; 3, point step forward with the left foot; 4, heels together; 5, 6, 7, walk forward three steps, starting with the right foot; 8, heels together. On the next eight counts repeat the figure, but walk backward to place.

---

**4 c. COMBINATION OF POINT STEP AND WALKING WITH CLICKING BELLS VERTICALLY FORWARD**

1, point step forward with the right foot, and click the bells vertically forward; 2, heels together, and bells on hips; 3, 4, the same with the left foot; 5, 6, 7, 8, walk forward and bring the heels together, the bells remaining on the hips. On the next eight counts repeat the figure, but walk backward instead of forward. When the bells are returned to the hips the elbows should be well back, so as to expand the chest.

## LESSON XV

1. Stretching.

2. Facings.

Marching.

3. { a. Bells on hips, sideways and return, right—One!  
8—8—8.  
b. Foot!—forward—bend—up—place. 8—8.  
c. Combine! 8—8.

Bells on hips—Place!

4. { a. Clicking bells vertically forward—One! 8.  
b. Foot!—forward—place—left—place—walk, two, three  
—heels. 16.  
c. Combine! 16.

Position!

5. { a. **Alternate swinging bells to shoulders and sideways, both—One!** 16.  
b. **Trunk!—bend—up—twist—front.** 8—8.  
NOTE.—**Alternate trunk bending and twisting.**  
c. **Combine!** 8—8.

6. Forward—March! (Return bells to place.)

7. Stretching.

8. Running.

9. Breathing—Begin! Four times.

**5 a. ALTERNATE SWINGING BELLS TO SHOULDERS AND SIDWAYS**

1, swing the bells sideways to the top of the shoulders; 2, return the bells to the side; 3, extend the bells to full arm's length sideways at shoulder level, palms upward; 4, return the bells to position at the sides.

**5 b. ALTERNATE TRUNK BENDING AND TWISTING**

1, bend the trunk to the right side; 2, resume the erect position; 3, twist the trunk to the same side; 4, return to the front.

---



**5 c. COMBINATION OF TRUNK BENDING AND TWISTING WITH BELLS TO SHOULDERS AND SIDEWAYS**

1, bend the trunk to the side and swing both bells sideways to the top of the shoulders; 2, trunk erect and bells down to position; 3, twist the trunk to the same side and extend the bells sideways, palms upward; 4, return to the front, bells down to position.

## LESSON XVI

1. Stretching.

2. Facings.

Marching.

Bells on hips—Place!

3. { *a.* **Clicking over head, forward and returning—One!** 16.    { *b.* Foot!—forward—bend—up—place. 8—8.

NOTE.—Stepping and bending forward.

    { *c.* **Combine!** 8—8.4. { *a.* Clicking bells vertically forward—One! 8.    { *b.* Foot!—forward—place—left—place—walk, two, three—heels. 16.    { *c.* Combine! 16.

Position!

5. { *a.* Alternate swinging bells to shoulders and sideways, both—One! 16.    { *b.* Trunk!—bend—up—twist—front. 8—8.    { *c.* Combine! 8—8.

6. Forward—March! (Return bells to place.)

7. Stretching.

8. Running.

9. Breathing—Begin! Four times.

**3 a. CLICKING OVER HEAD, FORWARD AND RETURNING**

1, click the bells over head; 2, click them at arm's length forward at shoulder level; 3, click again over head; 4, bells on hips. All of the clicking should be with the thumb ends of the bells. Keep the head erect.

**3 c. COMBINATION OF STEPPING AND BENDING FORWARD WITH CLICKING BELLS OVER HEAD AND FORWARD**

1, step forward and click the bells over the head; 2, bend the knee and click the bells forward; 3, straighten the knee



and click the bells again over the head; 4, heels together and bells on the hips.

## LESSON XVII

1. Stretching.
2. Facings.  
Marching.

Bells on hips—Place!

3. {
  - a. Clicking over head, forward and returning—One! 16.
  - b. Foot!—forward—bend—up—place. 8—8.
  - c. Combine! 8—8.
4. {
  - a. **Alternate clicking over head and rising on toes—  
One! 16.**
  - b. **Combine! 16.**

Position!

5. {
  - a. Alternate swinging bells to shoulders and sideways,  
both—One! 16.
  - b. Trunk!—bend—up—twist—front. 8—8.
  - c. Combine! 8—8.
6. Forward—March! (Return bells to place.)
7. Stretching.
8. Running.
9. Breathing—Begin! Four times.

---

**4 a. ALTERNATE CLICKING OVER HEAD AND RISING ON TOES**

1, click the bells over the head; 2, bells down to position; 3, rise on the toes; 4, heels down.

---

**4 b. COMBINATION OF RISING ON TOES AND CLICKING BELLS OVER HEAD**

1, rise on the toes; 2, holding this position, click the bells over the head; 3, heels down; 4, bells down.

LESSON XVIII

1. Stretching.

2. Facings.

Marching.

Bells on hips—Place!

3. { *a.* Clicking over head, forward and returning—One! 16.  
*b.* Foot!—forward—bend—up—place. 8—8.  
*c.* Combine! 8—8.
4. { *a.* Alternate clicking over head and rising on toes—  
 One! 16.  
*b.* Combine! 16.
5. { *a.* **Facing and trunk bending sideways, right—One!**  
 8—8.  
*b.* **With arms!** 8—8.

Position!

6. Forward—March! (Return bells to place.)

7. Stretching.

8. Running.

9. Breathing—Begin! Four times.

5 *a.* **FACING AND TRUNK BENDING SIDEWAYS**

1, face to the right side, as in the tactics; 2, bend the trunk to the right side; 3, resume the erect position; 4, face to the front. When facing to the left side bend to the left.

5 *b.* **COMBINATION OF FACING AND TRUNK BENDING SIDEWAYS WITH BELLS ON SHOULDERS**

1, face to the side and raise the bells sideways to the top of the shoulders; 2, bend to the side, the bells still on the shoulders; 3, trunk erect; 4, face to the front, bells on hips.

## Third Series

Dumb-bells,  $\frac{1}{2}$  pound

## PROGRAMME FOR SPECIAL EXERCISES

Bells on hips—Place!

1. { a. Extending bells sideways, clicking forward and returning, both—One! 16.  
 b. Foot!—side—forward—side—place. 8—8.  
 c. Combine! 8—8. Lesson VI.

Position!

2. { a. Swinging bells right and left alternately—One! 8.  
 b. On toes! 8.  
 c. Combine! 8. Lesson XI.

3. { a. Clicking bells vertically forward—One! 8.  
 b. Trunk!—twist—front—left—front. 8.  
 c. Alternate!—twist—place—click—place. 16.  
 d. Combine! 8. Lesson II.

4. { a. Swinging bells sideways to shoulders and clicking over head alternately, both—One! 16.  
 b. Trunk!—bend—up—rise—down. 16.  
 c. Combine! 16. Lesson XIII.

5. { a. Swinging bell sideways to shoulder, extending sideways and returning, right—One! 8—8—8.  
 b. Foot!—side—face—front—heels. 8—8.  
 c. Combine! 8—8. Lesson X.

6. { a. Swinging bells sideways and clicking, both—One! 8.  
 b. On toes! 8.  
 c. Combine! 8. Lesson IX.

Bells on hips—Place!

7. { a. Clicking over head, forward and returning—One! 16.  
 b. Foot!—forward—bend—up—place. 8—8.  
 c. Combine! 8—8. Lesson XVI.



# Fourth Series

## Fourth Year, Boys and Girls

Wands,  $3\frac{1}{2}$  feet

### LESSON I

NOTE.—For details of preliminaries, stretching, tactics, etc., see Explanatory Notes.

**Class—Stand!**

1. **Stretching.**

2. **Left—Face!**

**Right—Face!**

**Forward—March!** (Take wands and hold “at carry” while marching to position on floor.)

**Wand in position for work—One! Two!**

3. { *a.* **Swinging wand forward—One! 8.**

{ *b.* **Foot!—forward—place. 8—8.**

NOTE.—**Point step forward.**

{ *c.* **Combine! 8—8.**

**Wand at carry—One! Two!**

4. **Forward—March!** (Return wands to place.)

**Class—Halt!**

5. **Stretching.**

6. **Forward—March!** (To seats.)



#### WAND AT CARRY

Hold the wand vertically in the right hand so that it rests against the right shoulder, the lower end held by the right forefinger.

---

#### WAND IN POSITION FOR WORK

In response to the first count of the executive command, raise the left arm, with the elbow bent at right angles across the forehead, palm outward, and grasp the upper end of the wand with the left hand. In response to the second count, bring the wand down to a horizontal position at arm's length in front, the hands slightly more than shoulder width apart.



To return the wand to the carry position, command "Wand at carry—One! Two!" On the first count raise the left arm as on the first count of "Position for work"; on the second count drop that arm to position at the side, leaving the wand against the right shoulder.

---

#### **4 a. SWINGING WAND FORWARD**

1, swing the wand up at arm's length in front to shoulder level; 2, return the wand to position. Keep the head and waist firmly erect.

---

#### **4 b. POINT STEP FORWARD**

1, extend the right foot forward and touch the toe on a line directly forward of the position from which it started; 2, heels together. Keep the shoulders (upper part of body) perfectly still and the knees stiff. Do not drag or scuff the foot over the floor. The weight should remain entirely on the stationary foot. The body should be firmly poised, that the exercise may assist to erect carriage.



**4 c. COMBINATION OF POINT STEP AND SWINGING WAND FORWARD**

1, point step and wand forward; 2, heels together and wand down.

## LESSON II

1. Stretching.

2. Facings.

Marching.

3. { *a.* **Aiming sideways, right—One!** 8—8—8.  
*b.* **Foot!—side—place.** 8—8.  
 NOTE.—**Point step sideways.**  
*c.* **Combine!** 8—8.

4. { *a.* **Raising wand to chest—One!** 8.  
*b.* **On toes!** 8.  
 NOTE.—**Rising on toes.**  
*c.* **Alternate!** 8.  
*d.* **Combine!** 8.

5. Wand at carry—One! Two!

6. Forward—March! (Return wands to place.)

7. Stretching.

8. **Breathing—Begin!**  
**Three times.****3 a. AIMING SIDEWAYS**

1, swing the wand up to shoulder level at the right side, the right arm extended at full length to the right, the grasp of the right hand loosened so as to allow the wand to slip through it and rest lightly in the crotch of the thumb; the wand should be horizontal, the left elbow lifted so that it is above the level of the wand; 2, swing the wand down



again to position, the right hand resuming its grasp. The extended arm should pull strongly upon the chest.

---

### **3 b. POINT STEP SIDEWAYS**

1, touch the side of the toe directly to the side, stretching the instep as straight as possible; 2, heels together. As in the point step forward, the weight should be held firmly on the stationary foot to cultivate firm, erect carriage. Keep the shoulders squarely to the front and the knees stiff.

---

### **3 c. COMBINATION OF POINT STEP AND AIMING SIDEWAYS**

1, aim to the right and take the point step to the right simultaneously; 2, heels together and wand down to position.

---

### **4 a. RAISING WAND TO CHEST**

1, bend the elbows and lift the forearms upward until the wand rests horizontally across the chest; the upper arms should be drawn backward close to the sides, so as to flatten the shoulder blades and throw the chest forward; 2, lower the wand again to position.

---

### **4 b. RISING ON TOES**

1, rise on the toes as high as possible; 2, heels down, quietly and without jarring. Keep the weight poised on the forward part of the feet after the heels are lowered, avoiding any swaying backward of the body.

**4 c. ALTERNATE RISING ON TOES AND RAISING WAND TO CHEST.**

1, rise on the toes; 2, heels down; 3, raise the wand to chest; 4, wand down.

---



**4 a. COMBINATION OF RISING ON TOES AND RAISING WAND TO CHEST**

1, rise on the toes and raise the wand to the chest; 2, heels and wand down.

---

**8. BREATHING**

Raise the arms sideways to shoulder level and inhale a deep breath; lower the arms to position while exhaling. The arm action by raising the ribs expands the chest.

## LESSON III

1. Stretching.
2. Facings.
- Marching.
  3.
    - a. **Swinging wand over head—One!** 8.
    - b. **Foot!—back—place.** 8—8.
    - NOTE.—**Point step backward.**
    - c. **Combine!** 8—8.
  4.
    - a. Raising wand to chest—One! 8.
    - b. On toes! 8.
    - c. Alternate! 8.
    - d. Combine! 8.
  5.
    - a. **Raising wand vertically forward, right arm up—One!**  
8—8—8.
    - b. **Trunk!—side—up—left—up.** 16.
    - NOTE.—**Trunk bending sideways.**
    - c. **Alternate!** 16.
6. Wand at carry—One! Two!
7. Forward—March! (Return wands to place.)
8. Stretching.
9. **Running.**  
NOTE.—See Reference Note 7.
10. Breathing—Begin! **Four times.**

---

### 3 a. SWINGING WAND OVER HEAD

1, swing the wand up through the forward position until the arms are vertical over the head, the wand horizontal; 2, wand down again to position. The elbows should be straight throughout. Keep the head perfectly erect. There should be no bending backward at the waist.

If taken with care as to the postural points noted, this exercise is admirable for the chest and back, and particularly for the shoulder blades.



**3 b. POINT STEP BACKWARD**

1, extend the foot backward and touch the inner side of the toe on a line directly back of the position from which it started, the heel dropped inward; 2, heels together. There should be no forward yielding of the upper part of the body. The extended leg should be perfectly straight, and the movement should pull strongly from the lower back.

---

**3 c. COMBINATION OF POINT STEP BACKWARD AND SWINGING WAND OVER HEAD**

1, extend the foot backward and the wand upward; 2, heels together and wand down. Be sure to keep the head upright.

This combination is one of the strongest for the postural correction of the back and chest.





**5 a. RAISING WAND VERTICALLY  
FORWARD**

1, raise the wand to a vertical position at arm's length in front; 2, return to position. The right arm should be uppermost for eight counts, the left for eight, and alternate eight.

**5 b. TRUNK BENDING SIDE-  
WAYS**

1, bend the trunk from the waist directly to the side; 2, return to the erect position. Keep both feet flat upon the floor and the knees stiff. The head should remain in a straight line with the axis of the trunk. The bending should be as far as can easily be done without strain, that it may effect a pronounced pressure upon



the internal organs, and so stimulate their healthful action and the general circulation. There should be no rotating of the trunk forward or backward of the lateral line. Alternate the directions.

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**5 c. ALTERNATE TRUNK BENDING SIDEWAYS AND RAISING  
WAND VERTICALLY FORWARD**

1, bend the trunk to the right side; 2, resume the erect position; 3, raise the wand vertically forward with the right arm uppermost; 4, wand down to position; 5, 6, 7, 8, repeat to the left side.

Be particularly careful after this lesson, and all others that call for forward movements of the arms, to take the final stretching which counteracts any tendency to chest contraction.

## LESSON IV

1. Stretching.
2. Facings.
- Marching.
  3. {
    - a. Swinging wand over head—One! 8.
    - b. Foot!—back—place. 8—8.
    - c. Combine! 8—8.
  4. {
    - a. **Twisting wand, right—One!** 8—8—8.
    - b. On toes! 8.
    - NOTE.—Rising on toes.
    - c. **Combine!** 8.
  5. {
    - a. Raising wand vertically forward, right arm up—  
One! 8—8—8.
    - b. Trunk!—side—up—left—up. 16.
    - c. Alternate! 16.
6. Wand at carry—One! Two!
7. Forward—March! (Return wand to place.)
8. Stretching.
9. Running.
10. Breathing—Begin! Four times.



#### 4 a. TWISTING WAND

1, raise the wand horizontally across the chest, the forearms bent at right angles so as to twist the right end of the wand over to the left side, and *vice versa*; 2, wand down to position. On the first count the right arm should be uppermost; on the second count, the left arm. Keep the chest high and the head well up.

---

#### 4 c. COMBINATION OF RISING ON TOES AND TWISTING WAND

1, rise on the toes and twist the wand, right arm uppermost; 2, heels and wand down. Alternate the arms.

## LESSON V

1. Stretching.
2. Facings.
- Marching.
  3. { *a.* **Aiming upward, right—One!** 8—8—8.  
    { *b.* **Foot!—oblique—place.** 8—8.  
       NOTE.—**Point step obliquely forward.**  
    { *c.* **Combine!** 8—8.
  4. { *a.* Twisting wand right—One! 8—8—8.  
    { *b.* On toes! 8.  
    { *c.* Combine! 8.
  5. { *a.* Raising wand vertically forward, right arm up—One!  
    { 8—8—8.  
    { *b.* Trunk!—side—up—left—up. 16.  
    { *c.* Alternate! 16.
  6. Wand at carry!—One! Two!
  7. Forward—March! (Return wands to place.)
  8. Stretching.
  9. Running.
  10. Breathing—Begin! Four times.

3 *a.* AIMING UPWARD

1, raise the wand vertically upward from the right shoulder, the right arm extended upward at full length, pulling well upon the chest, the grasp of the right hand loosened and the wand pushed through and held in the same way as in aiming to the side; the left hand should hold the lower end of the wand close to the front of the right shoulder, the left elbow being raised forward at shoulder level; 2, wand down to position.

**3 b. POINT STEP OBLIQUELY FORWARD**

1, extend the foot diagonally forward in the direction in which the toe points when the heels are together; 2, heels together. The weight should remain entirely on the stationary foot, that the exercise may have its full effect as a balance movement.

**3 c. COMBINATION OF POINT STEP OBLIQUELY FORWARD AND AIMING UPWARD**

1, extend the right foot diagonally forward and raise the wand vertically from the right shoulder; 2, foot and wand to position.



## LESSON VI

1. Stretching.
2. Facings.
- Marching.
  3. {
    - a. Aiming upward, right—One! 8—8—8.
    - b. Foot!—oblique—place. 8—8.
    - c. Combine! 8—8.
  4. {
    - a. Twisting wand right—One! 8—8—8.
    - b. On toes! 8.
    - c. Combine! 8.
  5. {
    - a. Swinging wand forward—One! 8.
    - b. Trunk!—bend—up. 8.
    - c. NOTE.—Trunk bending sideways, alternately.
    - d. **Alternate!** 16.
    - e. **Combine!** 16.
6. Wand at carry—One! Two!
7. Forward—March! (Return wands to place.)
8. Stretching.
9. Running.
10. Breathing—Begin! Four times.



**5 c. ALTERNATE TRUNK BENDING SIDWAYS AND SWINGING  
WAND FORWARD**

1, bend the trunk to the side; 2, trunk erect; 3, swing the wand forward to shoulder level; 4, wand down. Alternate the direction of the bending.

---

**5 d. COMBINATION OF TRUNK  
BENDING SIDWAYS AND  
SWINGING WAND FORWARD**

1, swing the wand forward and bend the trunk to the side; 2, trunk erect and wand down. Alternate the direction of the bending.



## LESSON VII

1. Stretching.
2. Facings.
- Marching.
  3. {
    - a. **Aiming** sideways, upward and return, right—One  
S—S.
    - b. **Foot!**—side—oblique—side—place. S—S.  
NOTE.—Point step sideways, obliquely forward,  
and return.
    - c. **Combine!** S—S.
  4. {
    - a. Twisting wand, right—One! S—S—S.
    - b. On toes! S.
    - c. Combine! S.
  5. {
    - a. Swinging wand forward—One! S.
    - b. **Trunk!**—bend—up. S.
    - c. Alternate! 16.
    - d. Combine! S.
6. Wand at carry—One! Two!
7. Forward—March! (Return wands to place.)
8. Stretching.
9. Running.
10. Breathing—Begin! Four times.

**3 a. AIMING SIDEWAYS, UPWARD, AND RETURN**

1, aim to the right side; 2, raise the wand vertically from the right shoulder; 3, aim again to the side; 4, wand down to position.

This is an excellent exercise for the chest if the extended arm pulls strongly upon it.

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**3 b. POINT STEP SIDEWAYS, OBLIQUELY FORWARD, AND RETURN**

1, point step to the side; 2, move the foot to the oblique point step; 3, point step position sideways; 4, heels together.

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**3 c. COMBINATION OF POINT STEP SIDEWAYS AND OBLIQUELY FORWARD WITH AIMING SIDEWAYS AND UPWARD**

1, point step sideways and aiming to the same side; 2, point step obliquely forward and aiming upward; 3, foot and wand again to the side; 4, heels together and wand down.

## LESSON VIII

1. Stretching.

2. Facings.

Marching.

3. { *a.* Aiming sideways, upward and return, right—One!  
S—S.{ *b.* Foot!—side—oblique—side—place. S—S.{ *c.* Combine! S—S.4. { *a.* **Aiming downward, right—One!** S—S—S.{ *b.* **Facing!** 8—8.{ *c.* **Combine!** 8.5. { *a.* Swinging wand forward—One! 8.{ *b.* Trunk!—bend—up. 8.{ *c.* Alternate! 16.{ *d.* Combine! 8.

6. Wand at carry—One! Two!

7. Forward—March! (Return wands to place.)

8. Stretching.

9. Running.

10. Breathing—Begin! Four times.

**4 a. AIMING DOWNWARD**

1, hold the wand vertically downward from the right shoulder, the right arm extended downward at full length, the left hand grasping the upper end of the wand at the right shoulder, palm outward, the left elbow extended horizontally forward; 2, wand down to position.



---

**4 b. FACING**

1, face to the side as in the tactics, but in one count; 2, return to the front.

---

**4 c. COMBINATION OF FACING AND AIMING DOWNWARD**

1, face to the right side and aim downward from the right shoulder; 2, face to the front, wand in position. Alternate the direction of the facing.

## LESSON IX

1. Stretching.
2. Facings.
- Marching.
  3. {
    - a. **Aiming** upward, forward, and return, right—One!  
8—8.
    - b. **Foot!**—back—forward—back—place. 8—8.  
NOTE.—Point step backward, forward, and re-  
turn.
    - c. **Combine!** 8—8.
  4. {
    - a. Aiming downward, right—One! 8—8—8.
    - b. Facing! 8—8.
    - c. Combine! 8.
  5. {
    - a. Aiming sideways, right—One! 8—8—8.
    - b. **Trunk!**—twist—front. 8—8.  
NOTE.—Trunk twisting.
    - c. **Alternate!** 8—8.
    - d. **Combine!** 8.
6. Wand at carry—One! Two!
7. Forward—March! (Return wands to place.)
8. Stretching.
9. Running.
10. Breathing—Begin! Four times.

**3 a. AIMING UPWARD, FORWARD, AND RETURN**

1, raise the wand to the vertical position with the right arm upward; 2, aim upward from the right shoulder, the right arm extended forward at full length, the left hand grasping the end of the wand on the front of the right shoulder; 3, return to the upward aiming; 4, wand down to position. Keep the head well up.

---

**3 b. POINT STEP BACKWARD, FORWARD, AND RETURN**

1, point step backward; 2, point step forward with the same foot; 3, point step backward again; 4, heels together.

---

**3 c. COMBINATION OF POINT STEP BACKWARD AND FORWARD WITH AIMING UPWARD AND FORWARD**

1, point step backward with the right foot and aiming upward from the right shoulder; 2, point step forward and aiming upward; 3, point step backward and aiming upward again; 4, heels together and wand down.

This combination is one of the finest for the back and chest.

NOTE.—See cut on next page.





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#### 5 b. TRUNK TWISTING

1, twist or rotate the trunk to the side; 2, return to the forward position. The movement should be from the ankles, the feet remaining firmly in place and flat upon the floor. The head should turn with the trunk, but no farther. There should be no bending of the trunk sideways. The twisting should be far enough to create a strong pressure upon the internal organs and stimulate circulation in them.

---

#### 5 c. ALTERNATE AIMING AND TRUNK TWISTING

1, twist the trunk to the right side; 2, return to the front; 3, aim to the right; 4, wand down in position.





5 a. COMBINATION OF TRUNK TWISTING WITH AIMING

1, twist and aim to the right; 2, face to the front, wand down.

## LESSON X

1. Stretching.
2. Facings.
- Marching.
  3. {
    - a. Aiming upward, forward, and return, right—One!  
8—8.
    - b. Foot!—back—forward—back—place. 8—8.
    - c. Combine! 8—8.
  4. {
    - a. **Alternate aiming obliquely downward and swinging wand over head, right—One!** 8—8.
    - b. **Foot!—oblique—place—up—down.** 8—8.  
NOTE.—Alternate point step obliquely forward and rising on toes.
    - c. **Combine!** 8—8.
  5. {
    - a. Aiming sideways, right—One! 8—8—8.
    - b. Trunk!—twist—front. 8—8.
    - c. Alternate! 8—8.
    - d. Combine! 8.
6. Wand at carry—One! Two.
7. Forward—March! (Return wands to place.)
8. Stretching.
9. Running.
10. Breathing—Begin! Four times.



**4 a. ALTERNATE AIMING OBLIQUELY DOWNWARD AND SWINGING WAND OVER HEAD**

1, aim obliquely downward from the right shoulder, the position of the wand being midway between the shoulder level and the downward aiming position and midway between the forward and the side direction, the left hand grasping the upper end of the wand at the right shoulder with the palm outward, the left elbow horizontally forward; 2, wand down to position; 3, swing the wand to the horizontal position over the head; 4, wand down to position.

---

**4 b. ALTERNATE POINT STEP OBLIQUELY FORWARD AND RISING ON TOES**

1, point step obliquely forward; 2, heels together; 3, rise on the toes; 4, heels down.

---

**4 c. A COMBINATION OF OBLIQUE POINT STEP AND RISING ON TOES WITH AIMING DOWNWARD AND SWINGING WAND OVER HEAD**

1, point step obliquely forward with the right foot and aiming obliquely downward from the right shoulder; 2, heels and wand to position; 3, rise on the toes and swing the wand over the head; 4, wand and heels down.

## LESSON XI

1. Stretching.
2. Facings.
- Marching.
  3. { *a.* **Swinging** and aiming wand forward, right—One!  
S—S—S.
  - { *b.* **Foot!**—forward—bend—up—place. S—S.  
      NOTE.—**Stepping** and bending forward.
  - { *c.* **Combine!** S—S.
  4. { *a.* Alternate aiming obliquely downward and swinging  
wand over head, right—One! S—S.
  - { *b.* **Foot!**—oblique—place—up—down. S—S.
  - { *c.* **Combine!** S—S.
  5. { *a.* Aiming sideways, right—One! S—S—S.
  - { *b.* **Trunk!**—twist—front. S—S.
  - { *c.* **Alternate!** S—S.
  - { *d.* **Combine!** S.
6. Wand at carry—One! Two!
7. Forward—March! (Return wands to place.)
8. Stretching.
9. Running.
10. Breathing—Begin! Four times.

**3 a. SWINGING AND AIMING WAND FORWARD**

1, swing the wand horizontally forward at shoulder level; 2, aim forward from the right shoulder; 3, return the wand to the forward position; 4, wand down.

---

**3 b. STEPPING AND BENDING FORWARD**

1, step forward so that the weight is carried equally by both feet; 2, bend the forward knee, keeping the back knee straight and both feet flat upon the floor; 3, straighten the forward knee; 4, heels together. The trunk should be held erect throughout. There should be no scuffing. The step should be long enough to admit of a pronounced bend in the knee, that the thigh and calf muscles may be brought into strong action.

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[See page 162.]



**3 c. COMBINATION OF STEPPING AND BENDING FORWARD WITH SWINGING AND AIMING WAND FORWARD**

1, step forward with the right foot and swing the wand horizontally forward; 2, bend the knee and aim forward from the right shoulder; 3, straighten the knee and return the wand to the position in 1; 4, heels together and wand down.

## LESSON XII

1. Stretching.
2. Facings.
- Marching.
  3. {
    - a. Swinging and aiming wand forward, right—One!  
3—8—8.
    - b. Foot!—forward—bend—up—place. 8—8.
    - c. Combine! 8—8.
  4. {
    - c. Alternate aiming obliquely downward and swinging wand over head, right—One! 8—8.
    - b. Foot!—oblique—place—up—down. 8—8.
    - c. Combine! 8—8.
  5. {
    - a. Alternate raising wand to chest and over head—One! 16.
    - b. Trunk!—bend—up—twist—front. 8—8.  
NOTE.—Alternate trunk bending sideways and twisting.
    - c. Combine! 8—8.
6. Wand at carry—One! Two!
7. Forward—March! (Return wands to place.)
8. Stretching.
9. Running.
10. Breathing—Begin! Four times.

**5 a. ALTERNATE RAISING WAND TO CHEST AND OVER HEAD**

1, raise the wand to the chest; 2, wand down; 3, swing the wand over the head; 4, wand down.

**5 b. ALTERNATE TRUNK BENDING SIDEWAYS AND TWISTING**

1, bend the trunk to the right side; 2, resume the erect position; 3, twist the trunk to the side; 4, return to the front.



**5 c. COMBINATION OF  
TRUNK BENDING  
SIDEWAYS AND  
TWISTING WITH  
WAND TO CHEST  
AND OVER HEAD**

1, bend the trunk to the side and raise the wand to the chest; 2, trunk erect and wand down;

3, twist the trunk to the side and raise the wand over head; 4, return to the front, wand down.

This is an excellent exercise for the circulation and digestion.





## LESSON XIII

1. Stretching.

2. Facings.

Marching.

3. { *a.* Twisting wand, right—One! 8—8—8.  
NOTE.—As in Lesson IV.
3. { *b.* **Foot!**—charge—place. 8—8.  
NOTE.—Charging forward.
3. { *c.* **Combine!** 8—8.
4. { *a.* **Aiming** sideways, right, left, and return—One!  
8—8—8.
4. { *b.* **Swaying!**—right—left—right—place. 8—8.  
NOTE.—Swaying.
4. { *c.* **Combine!** 8—8.
5. { *a.* Alternate raising wand to chest and over head—One!  
16.
5. { *b.* **Trunk!**—bend—up—twist—front. 8—8.
5. { *c.* **Combine!** 8—8.
6. Wand at carry—One! Two!
7. Forward—March! (Wand to place.)
8. Stretching.
9. Breathing—Begin! Four times.

**3 b. CHARGING FORWARD**

1, step forward and bend the front knee as in the second count of the stepping and bending; 2, heels together. Keep the trunk of the body erect. The step should be long enough to admit of an effective bend in the knee, that the thigh muscles may be brought into action sufficiently to stimulate the circulation.



**3 c. COMBINATION OF  
CHARGING FORWARD  
AND TWISTING WAND**

1, charge forward and twist the wand; 2, heels together and wand down to position.

**4 a. AIMING      SIDEWAYS,  
RIGHT, LEFT, AND RE-  
TURN**

1, aim to the right side; 2, swing the arms across the chest and aim to the left side; 3, aim again to the right; 4, wand down.

**4 b. SWAYING**

1, take a short step to the right, throwing all of the weight upon the right foot; 2, rise on the toes and transfer the weight to the left foot, putting the left heel down and keeping the right heel up; 3, rise on the toes again and transfer the weight back to the right foot, the right heel down and the left foot touching by the toe only; 4, heels together. The swaying thus consists of a transference of the weight from one foot to the other, rising on the toes in the transition. Keep the shoulders squarely to the front. This is an admirable balance exercise.

**4 c. COMBINATION OF SWAYING AND AIMING**

1, sway to the right and aim to the right; 2, sway to the left and aim to the left; 3, sway and aim again to the right; 4, heels together and wand down.

## LESSON XIV

1. Stretching.
2. Facings.
- Marching.
  3. { *a.* Twisting wand, right—One! 8—8—8.  
    { *b.* Foot!—charge—place. 8—8.  
    { *c.* Combine! 8—8.
  4. { *a.* Aiming sideways, right, left, and return—One!  
    { 8—8—8.  
    { *b.* Swaying!—right—left—right—place. 8—8.  
    { *c.* Combine! 8—8.
  5. { *a.* **Aiming obliquely downward to the side, right—One!**  
    { 8—8.  
    { *b.* **Foot!—side—place—bend—up. 8—8.**  
    { NOTE.—**Alternate point step and trunk bending**  
    { **sideways.**  
    { *c.* **Combine! 8—8.**
6. Wand at carry—One! Two!
7. Forward—March! (Return wands to place.)
8. Stretching.
9. Running.
10. Breathing—Begin! Four times.

**5 a. AIMING OBLIQUELY DOWNWARD TO THE SIDE**

1, aim obliquely downward to the right side, the right arm extended at full length, the upper end of the wand grasped by the left hand, the left elbow horizontally forward; 2, wand down to position. Look in the direction of the aiming.

This exercise is admirable for chest expansion as well as for its effect upon the digestive organs and circulation.

**5 b. ALTERNATE POINT STEP AND TRUNK BENDING SIDEWAYS**

1, point step to the right side; 2, heels together; 3, bend the trunk to the right side; 4, trunk erect.

**5 c. COMBINATION OF AIMING WITH POINT STEP AND TRUNK BENDING SIDEWAYS**

1, point step to the right side and aim obliquely downward to the right side; 2, heels together and wand down to position; 3, bend the trunk to the right side and aim obliquely downward to the right; 4, trunk erect and wand down to position.

## LESSON XV

1. Stretching.
2. Facings.
- Marching.
  3. {
    - a. **Alternate twisting wand and swinging over head, right arm up—One! 8—8.**
    - b. **Foot!—charge—place—back—place. 8—8.**  
NOTE.—Alternate charging forward and point step backward.
    - c. **Combine! 8—8.**
  4. {
    - a. **Aiming sideways, right, left, and return—One! 8—8—8.**
    - b. **Swaying!—right—left—right—place. 8—8.**
    - c. **Combine! 8—8.**
  5. {
    - a. **Aiming obliquely downward to the side, right—One! 8—8.**
    - b. **Foot!—side—place—bend—up. 8—8.**
    - c. **Combine! 8—8.**
6. Wand at carry—One! Two!
7. Forward—March! (Return wands to place.)
8. Stretching.
9. Running.
10. Breathing—Begin! Four times.

**3 a. ALTERNATE TWISTING WAND AND SWINGING OVER HEAD**

1, twist the wand across the chest in front, the right arm uppermost; 2, wand down to position; 3, swing the wand horizontally over the head; 4, wand down.

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**3 b. ALTERNATE CHARGING FORWARD AND POINT STEP BACKWARD**

1, charge forward; 2, heels together; 3, point step backward with the same foot; 4, heels together.

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**3 c. COMBINATION OF CHARGING FORWARD AND POINT STEP BACKWARD WITH TWISTING WAND AND SWINGING OVER HEAD**

1, charge forward with the right foot and twist the wand, the right arm uppermost; 2, heels together and wand down; 3, point step backward and swing the wand over the head; 4, heels together and wand down.

## LESSON XVI

1. Stretching.
2. Facings.
- Marching.
  3. {
    - a. Alternate twisting wand and swinging over head, right arm up—One! 8—8.
    - b. Foot!—charge—place—back—place. 8—8.
    - c. Combine! 8—8.
  4. {
    - a. **Wand twisting, reverse and return, right—One!** 8—8.
    - b. Swaying!—right—left—right—place. 8—8.
    - c. **Combine!** 8—8.
  5. {
    - a. **Swinging wand back of shoulders—One!** 8.
    - b. Trunk!—bend—up. 8—8.

NOTE.—Trunk bending sideways.

  - c. **Combine!** 16.
6. Wand at carry—One! Two!
7. Forward—March! (Return wands to place.)
8. Stretching.
9. Running.
10. Breathing—Begin! Four times.

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#### 4 a. WAND TWISTING, REVERSE AND RETURN

1, twist the wand across the chest, right arm uppermost; 2, reverse the twisting to bring the left arm uppermost; 3, return to the first position (right arm up); 4, wand down to position in front.

**4 c. COMBINATION OF SWAYING AND WAND TWISTING**

1, sway to the right and twist the wand in front of the chest, the right arm uppermost; 2, sway to the left and reverse the twisting, to bring the left arm up; 3, sway and twist again to the right; 4, heels together and wand down.

**5 a. SWINGING WAND BACK OF SHOULDERS**

1, swing the wand over the head, bend the elbows and lower the wand back of and against the shoulders; 2, return the wand to position. The elbows should be perfectly straight as they are raised through the forward to the upward position and in returning. Keep the head erect throughout.



If the points of posture noted be carefully observed, this is one of the finest exercises for the chest and back, including the shoulder blades, and for the carriage of the head.

**5 c. COMBINATION OF WAND BACK OF SHOULDERS AND TRUNK BENDING SIDEWAYS**

1, wand back of shoulders; 2, bend the trunk to the side; 3, trunk erect; 4, wand down to position. Alternate the direction of the bending.



## LESSON XVII

1. Stretching.
2. Facings.
- Marching.
  3. {
    - a. **Swinging wand over head, aiming sideways, and returning—One! 8—8.**
    - b. **Foot!—charge—place—twist—place. 8—8.**  
 NOTE.—**Alternate charging forward and trunk twisting.**
    - c. **Combine! 8—8.**
  4. {
    - a. **Wand twisting, reverse, and return, right—One! 8—8.**
    - b. **Swaying!—right—left—right—place. 8—8.**
    - c. **Combine! 8—8.**
  5. {
    - a. **Swinging wand back of shoulders—One! 8.**
    - b. **Trunk!—bend—up. 8—8.**
    - c. **Combine! 16.**
  6. **Wand at carry—One! Two!**
  7. **Forward—March! (Return wands to place.)**
  8. Stretching.
  9. Running.
  10. **Breathing—Begin! Four times.**

**3 a. SWINGING WAND OVER HEAD, AIMING SIDEWAYS AND RETURNING**

1, swing the wand over the head; 2, aim to the right side; 3, wand again over the head; 4, wand down to position. Pull well upon the chest with these movements.

**3 b. ALTERNATE CHARGING FORWARD AND TRUNK TWISTING**

1, charge forward with the right foot; 2, holding the charge position, twist the trunk to the left; 3, twist the trunk to the front; 4, heels together.



**3 c. COMBINATION OF CHARGING FORWARD AND TRUNK TWISTING WITH WAND OVER HEAD AND AIMING SIDEWAYS**

1, charge forward and swing the wand over the head; 2, hold the charge position, twist the trunk to the left side and aim backward; 3, twist the trunk to the front, wand again over the head; 4, heels together and wand down. The charging position is held from *one* to *four*.

## LESSON XVIII

1. Stretching.
2. Facings.
- Marching.
  3. {
    - a. Swinging wand over head, aiming sideways and returning—One! 8—8.
    - b. Foot!—charge—place—twist—place. 8—8.
    - c. Combine! 8—8.
  4. {
    - a. Wand twisting, reverse and return, right—One! 8—8.
    - b. Swaying!—right—left—right—place. 8—8.
    - c. Combine! 8—8.
  5. {
    - a. Swinging wand back of shoulders—One! 8.
    - b. **Trunk!—forward—up.** 8.
    - NOTE.—**Trunk bending forward.**
    - c. **Combine!** 16.
6. Wand at carry—One! Two!
7. Forward—March! (Return wands to place.)
8. Stretching.
9. Running.
10. Breathing—Begin! Four times.

**5 b. TRUNK BENDING FORWARD**

1, bend the trunk directly forward; 2, resume the erect position. The bending should be from the hips, not from the waist, the back remaining straight and the head in a line with it, not relaxed or drooping. To insure this straight line of back and head, the bending should be slight in the first few lessons, and increased later. Keep the knees stiff.

This exercise works strongly upon the back muscles which hold the trunk erect.

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**5 c. COMBINATION OF TRUNK BENDING FORWARD AND SWINGING WAND BACK OF SHOULDERS**

1, swing the wand back of the shoulders; 2, bend the trunk forward; 3, trunk erect; 4, wand down to position.

## Fourth Series

Wands,  $3\frac{1}{2}$  feet

### PROGRAMME FOR SPECIAL EXERCISES

1. {
  - a. Aiming sideways, right—One! 8—8—8.
  - b. Foot!—side—place. 8—8.
  - c. Combine! 8—8. Lesson II.
2. {
  - a. Alternate raising wand to chest and over head—One! 16.
  - b. Trunk!—bend—up—twist—front. 8—8.
  - c. Combine! 8—8. Lesson XII.
3. {
  - a. Aiming downward, right—One! 8—8.
  - b. Facing! 8—8.
  - c. Combine! 8—8. Lesson VIII.
4. {
  - a. Swinging and aiming wand forward, right—One! 8—8—8.
  - b. Foot!—forward—bend—up—place. 8—8.
  - c. Combine! 8—8. Lesson XI.
5. {
  - a. Twisting wand and swinging over head alternately, right arm up—One! 8—8.
  - b. Foot!—charge—place—back—place. 8—8.
  - c. Combine! 8—8. Lesson XV.
6. {
  - a. Aiming sideways, right, left, and return—One! 8—8—8.
  - b. Swaying!—right—left—right—place. 8—8.
  - c. Combine! 8—8. Lesson XIII.

7. { *a.* Aiming obliquely downward to the side, right—One!  
8—8.
- { *b.* Foot!—side—place—bend—up. 8—8.
- { *c.* Combine! 8—8. Lesson XIV.
8. { *a.* Swinging wand over head, aiming sideways and return-  
ing—One! 8—8.
- { *b.* Foot!—charge—place—twist—place.
- { *c.* Combine! 8—8. Lesson XVII.



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