

washed exclaimed, "It is very nice, Kate, but who eats the flowers?" If one looks at the posture of the back and shoulders during much of this marching, both of these parts will be found in a stiff, unnatural position. Besides, the legs come in for a goodly share of exercise each day in conveying the body hither and thither, so when a gymnasium can be used most of such training should be devoted to the part of the body above the small of the back. Marching and such exercises are excellent for maintaining discipline, hence their popularity.

The following personal experience may be of use in guiding to one conclusion respecting the most necessary kind of exercise for growing people. While teaching in a New York city Grammar School gymnasium, the writer made as careful observations as possible respecting the most beneficial kinds of exercise. Three days each week were devoted to class work with Indian clubs, dumb bells, wands, etc., and two days were set apart for promiscuous work. During class exercise it was necessary that all should be quiet so that each could hear the counting and word of command to change the motion. On promiscuous days talking of a conversational tone was allowed. Besides calisthenic apparatus there were horizontal bars, parallel bars, trapeze, flying rings and travelling rings. The travelling rings were the most popular. When the pupils came into the gymnasium they generally went first to the swinging apparatus. There is certainly something due to the pleasant sensation of swinging through space, but the chief inducement seemed to be an instinctive impulse to use muscles which had been neglected. All the muscles of the upper part of the trunk having been quiescent during some hours, these appeared to impel to the exercise for their relief. This shows how, if left to themselves, children would

guide themselves about the care of the body. This, too, the writer noticed. Any boy or girl under fourteen years of age and over seven could easily swing from ring to ring and travel along a series of six or eight without dropping off, but very few students over twenty years of age could do it, and not one young lady in fifty over sixteen years of age could so sustain the body—this, of course, refers to those who have not previously had physical training. From this, it is evident that bodily strength is below the normal in the average advanced student.

Allowing the pupils, however, to select their own exercise is not popular with school faculties, because there is not enough of discipline about it. Gymnasiums are so near to the recitation rooms of schools that any loud noise made in them disturbs the school. Let us look at what is really required by the pupils in the gymnasium department. The philosophical statement respecting imparting instruction is that "a teacher who cannot make the study of a subject pleasant to a pupil has missed his calling." We are still, for various reasons, very far from this ideal about the enjoyment by the pupil of mental work, and consequently 95 per centum of our pupils break away from mental tasks to bodily activity with the most unbounded delight. We know that no other single condition is more beneficial to the bodily health than delight in the mind.

If, then, children when they go to the gymnasium simply repeat a few bodily movements in a stiff, soldier-like posture of body, and pass out of the room, we cannot help asking what relaxation has been given to either body or mind? Such may please a school faculty, but does such a faculty understand physical culture, or the end to be reached by such exercise? Compare such a class drill with fifteen minutes' romp-