

done. Two conditions meet us here, these are age and advantages for special bodily exercise. Let us instance first a school which has neither playground nor gymnasium. Every teacher will notice a tendency to uneasiness after the children have been sitting a certain length of time. This is caused by the natural expression of bodily strength in the average healthy child. Such a condition should be taken advantage of by putting the pupils through some kind of bodily exercise. The result would be a much quieter school, consequently better discipline, and certainly better attention to study. Much of the difficulty in maintaining discipline is due to the impossibility of a child's continuing inactive too long a time. We should suggest opening the windows of the rooms, and while the children are active, walking or skipping about, the room could be well ventilated. There is not any need of specifying the kind of movements. That may, in such a simple case, be left to the ingenuity of the teacher. A simple but beneficial exercise could be got in many city schools by the following in climbing stairs. Generally when people climb stairs they pound each step with the foot as if they were trying how heavily they could tread. This makes stair climbing a tiresome task. When children are walking up a stair, especially in classes as they must do in many schools, they should be taught to fold the arms across the chest, raise the head, place the front half of the foot on the step and bring the whole body up to the level of the step by straightening the leg. For developing the leg and strengthening the back we do not know of a better exercise than this. While little physical culture can be acquired in a school without either playground or gymnasium, these hints may show the necessity of doing something, and also suggest what may be done.

Next, take the case of a school which has a gymnasium but no playground. The chief difficulties which are encountered in this case are the necessity of discipline and unsuitable clothing. For little children who get only from five to fifteen minutes in the gymnasium each day it makes no difference whatever about clothing, but boys over twelve years of age and girls also should be allowed time to make some change in dress. The feet especially should be allowed to expand to the natural size. This is very well done by wearing some kind of canvas slippers. The girls should by all means be required to put off their corsets. Ten minutes exercise without corsets are worth twenty with them on. As, however, this branch of instruction has not been accepted by the people as absolutely necessary, but is taken like oatmeal mush, in small doses and well sugar-coated at that, neither principals of schools nor physical educators can be very imperative in their demands as to clothing, etc. The chief bug-a-boo in the way at present is this nightmare called discipline. In education, as in all other branches of art, professional skill overshadows utility. How often we go to look at a picture, but there is nothing in it for the common eye, it merely displays to an artist the skill of the artist in some particular line of professional work. The same thing may be said of music, and a similar error is (quickly) creeping into physical education. Go into almost any gymnasium and class after class will be seen going through a series of military movements. They will march and counter-march, form different figures with soldier-like precision, but what is the practical use of it? An anecdote is related of a country swain who was taken by a waiting-maid to see a grand table all ready to receive the guests. After gazing at it with open-mouthed astonishment the un-