

dramatic literature, what has already been urged regarding literary interpretation holds. In addition, in this department, the students are required to create characters, realise the dramatic situations and portray the scenes. This is the true method of study of dramatic literature. It is meant to be acted. It is the direct portrayal of life. By the representation of the characters and scenes, everything becomes a living reality. Hamlet's philosophy and Brutus' abstractions become embodied in human beings and we can feel their influence upon the human soul. The training offered by schools of expression affords the best direct preparation for those who purpose adopting the dramatic profession. It is practical and intelligent. It provides an educational basis for acting. We hear of many schemes for reforming the conditions of the stage. Nothing uplifts like education and I am fully convinced that if the stage is to be raised to a higher level it must be through the educative agency of schools of expression.

The courses already referred to are re-creative. They deal with the re-creation and expression of the thoughts of others. But, greater than the expression of the thoughts and experiences of others is the expression of our own. This is taken cognisance of in a school of expression in the attention given to public speaking or oratory. One of the aims of a school of expression is to stimulate, foster and restore to its former prestige the art of public speaking. It is the greatest of all the arts. Some

affect cynicism toward and contempt for oratory as the trick of the demagogue and an attempt to throw dust in the eyes of reason. Oratory is neither rant nor grandiloquence. It is the clear, simple, earnest, natural and persuasive expression of our thoughts and convictions. The conclusions of true oratory are always logical. Its first office is to convince. Having convinced, it goes further, it persuades the will and impels to action. It is only a lack of discrimination that confuses the orator's virile delivery of thought and conviction with the spellbinder's sound and fury. There are others who urge that the day for oratory is past, that newspapers have supplanted it. True, newspapers may have affected the requirements for the orator, but they can never supplant him. Lifeless type will never convince, persuade and move so effectively as the living man. Despite the knocking of the croaker and the sneers of the cynic, oratory still lives a most potent force. Wherever freedom exists, there oratory flourishes. The first yearning of oppressed people for relief from tyranny is voiced in agitation, in oratory. Liberty and oratory are twin sisters. Yes, oratory has been potent, is so to-day, especially in democratic countries. The late Lord Salisbury, himself no mean orator, said, "Power is with the tongue, power is with those who can speak."

But probably it may be urged, that "The orator is born, not made," and that training is unnecessary. True, great orators have been born with a certain oratorical instinct. Even this inborn talent

will find more adequate expression through proper training. However it does not follow that any young man, though he may be born without the oratorical instinct, may not by due attention and systematic effort, conquer bad habits of speech and form better, overcome platform fright, develop ease, control and directness before an audience, become an effective public speaker, and thus increase his influence and usefulness in life. To provide this training is one of the functions of a school of expression.

The training afforded by the courses offered in a school of expression is invaluable. It restores the beauty, music and charm of our spoken language. It gives grace, dignity and expressiveness to the human body. It supplants the old-time "elocutionary" entertainment with the vocal interpretation of the thoughts, emotions, experiences and imaginative beauties of meritorious literature. It enables the teacher of literature to invest the dry bones of cold, intellectual analysis with the flesh and blood of imagination and emotion. It is indispensable to anyone who, in later life, devotes himself to the public service, to law or the ministry. It enables one to become a better business man because of the facility of speech it begets and one of the essential requirements of a good business training is the ability to say in proper language and with the right emphasis, what one may desire relative to any business enterprise in which one may be interested. It will prove useful in almost every vocation.

PHYSICAL TRAINING FOR GIRLS

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THE human body is as much a mechanism made up of complex parts as is a watch, but the essential difference is the presence of life. When every organ is working at its highest efficiency and co-operation the condition is perfect bodily health. The trend of modern medicine is toward prevention of disease and the greatest means of so doing is by spreading the knowledge of hygiene or care of the body. Muscular activity is only one phase of hygiene but an important one, for exercise is absolutely essential to the maintenance of health.

It is unnecessary to go into the details of physiology, but we know that muscular exercise trains the heart for reasonably hard work, and makes it able to withstand the strain which may come upon it, such as during an illness in which the endurance of the heart is of greatest significance. The lungs are developed, for during muscular activity the depth and frequency of respiration is increased. Digestion is aided, and the circulation of blood among the different organs increased. Fresh air, while of greatest importance, is not a substitute for exercise.

We are living in an age of brain work and mental effort. The child must of necessity go to school and spend long periods stooping over the desk, and when to this is added, as in the training of girls, long hours of piano practice, the need of some method of correction is very plain. Sports and games cannot remedy these defects, and the need is best met by gymnastics. The direct aim of gymnastics varies with the age and condition of the girls. For the younger children, only the simplest form of exercise can be given and that which trains and teaches the muscles to co-ordinate is best. Then comes the age, from twelve to eighteen, when gymnastics is most necessary. It is the "awkward age," the age when the stoop and the flat chest is most in evidence. Here is the case for strong corrective work; the girl must be taught how to walk, sit and stand, and must have special training for muscles which control good carriage.

The strength and ability of girls at that age varies greatly, and where one can work vigorously another must have much gentler work until her strength and growth is attained. It is a great mistake to classify according to age, for it is strength, endurance and ability which should signify. And here I may speak of the necessity for a thorough physical examination, before beginning a course in physical training. The heart and lungs and condition of the blood should be tested by a physician and the director notified of the result. There are a variety of physical measurements which the teacher may take which are interesting, but the most important are the measurements of chest normal, and during inspiration and expiration. An examination should also be made for lateral curvature which is so often present. The teacher of gymnastics should be thoroughly conversant with the physical condition of each individual pupil, and it should never be

forgotten that gymnastics are for their physical benefit, and not for the value to be obtained from the learning of elaborate and difficult drills.

There are many so-called "systems" of gymnastics, each with its advantages, but there are fundamental elements which all should contain. There must be the aim to bring out the full physiological effects (and we call that the *hygienic* element) and under this heading comes jumping, climbing, running and games. Each lesson should be *educational*, that is, there should be some mental training and the training of skill; the best for this purpose is balance-steps and games, but dancing may substitute to a large extent. The *corrective* element should always be present, but in greater degree for growing children. This work directly trains good carriage. Finally, every lesson must be *recreative*—the class should have enjoyed it. It must be made a source of pleasure to them, therefore be warned against monotony and lack of variety. With the school girl there is a great tendency to over-do and for that the director must be ever on her guard. Work should be carefully graduated and the time of rest frequent at first. Muscle soreness and fatigue is unnecessary if the training has been gradual.

Plays and games are the natural inheritance of every child and have a real significance. The mental and moral value of games cannot be over-estimated. The attention is sharply focused, the brain is alert and self-consciousness disappears. In the desire to win at all costs lies the danger, for the cost is physical as well as a loss of moral self-control. Friendly competition is an excellent thing, for it is the foundation of games, and it is right that there should be an enthusiasm and an eager desire to win. But the winning must be from superior play and the defeat no disgrace. Games should bring out the best that is in one as they directly train the love of fair play, honour, courage, fearlessness and self-control, and there is a spontaneity and whole-hearted enjoyment which can be obtained in no other way.

For women, the best games are basket-ball, ice and field hockey, cricket, tennis and golf. The first four involve team play, that is they are games in which the play of the individual is lost in that of the team as a whole. There is less opportunity for brilliant play and more for cool judgment and consideration for others. A team of fairly good players who play well together will invariably defeat a more brilliant team whose members play each for herself. Games of this sort are not as successful for younger children, for they have not learned the feeling of co-operation.

Basket-ball and ice hockey are both fast games and should be coached carefully. At first the duration of play should be short and rest frequent. They are both games which bring out the fullest effects of exercise and train quickness of thought and action. Basket-ball for women is now being played with the field divided into equal thirds—a decided

advantage as the game becomes more open and the tendency to rough play lessened. It is fortunate indeed that field or ground hockey is beginning to receive its due on this side of the water. After one is accustomed to ice hockey it might perhaps seem less interesting, but it has much to recommend it as a game for women and girls.

There is less hygienic value to cricket but it is a game in which "practice makes perfect," and in which accuracy and good judgment are essential. Tennis is one of our oldest games and always a popular one, but it requires unflinching enthusiasm in practice to work up good play. In many ways it is the ideal game for women. Tennis tournaments add greatly to the general interest. Golf is the game for all ages and a good general exercise. Walking is no small part of the value of the game.

The term "athletics" is a broad one and covers game as well as what are known as track or field athletics. Of these there are many boys' events which are not suitable for girls, but the best are the running high and broad jump, the shorter hurdle races and dashes, besides the always amusing obstacle and three-legged races. Properly conducted, a sport day for girls should be most successful. Numerous or expensive prizes are unnecessary. It was in the days when the winner received a laurel wreath that the games of ancient Greece were at their great perfection. I would suggest a prize for the winner of the greatest total number of points in order to encourage all round athletes, and to discourage training for individual events.

I shall only mention rowing and paddling as being very suitable for girls, and both have great recreative value. A fairly expert knowledge of swimming, however, is a necessary preliminary, aside from the fact that it uses all the large groups of muscles of the body and is a most exhilarating sport, it should be learned as a means of life-saving. In saying "fairly expert," I mean ability to do the best side and back strokes and a simple dive. Incidentally, the method of life-saving and resuscitation should be mastered.

Dancing has always been an important part of the training of girls. For the child there are innumerable couple dances and balance steps, and as she becomes older, there is the whole field of social dancing. It is impossible to speak too highly of the æsthetic or classic dancing which is so generally being taught now. Beginning with the simpler forms, the pupils are gradually learning bodily control, until finally they are ready for the highly organised dances which involve the use of the arms and legs, and, in fact, the whole body. It directly develops grace and ease of movement.

In closing, let me say that the aim of physical training is never to build up great muscular strength but for the general harmonious development of the whole body. Physical training for women is not a fad, and the younger generation of women are showing the results in the way of better physiques and greater endurance.