

telligent. Let them make the most of their opportunities for information upon the subject. And although the amount of instruction afforded in our institutions of learning and in literature be at present most insufficient, it will not long remain so. An increased demand will bring an increased supply. Meantime something should be done, and that something should lead to practical results.

What practical results can we reasonably look for? What are the ends to be obtained by a system of school exercises? Nothing, of course, comparable with the benefits to be derived from a thorough course in a well-furnished gymnastic establishment, such as to be found in Germany or France. But enough can be accomplished to fully repay the time and effort bestowed. And that this end may be secured, the teacher should have a definite aim in prescribing each movement. It is not sufficient that the pupil is taking physical exercise. He must absolutely be gaining something. The teacher should learn to distinguish between essential and unessential exercises. We repeat, let every exercise chosen have a definite aim and practical value.

We here suggest the main points to be kept in view in prescribing practice. If a given exercise does not tend to promote one or more of these ends, it may be set down as comparatively useless. We wish to promote :

1. Symmetry of form;
2. Proper position and carriage of the body;
3. Right habits of breathing;
4. Good voice;
5. Health.

We might have included Strength, Endurance, and Agility; but these can not be made prominent in a school course. They require an amount of room, apparatus, and time which can not be afforded.

I. SYMMETRY OF FORM.—Teacher and pupil should have in the mind a true ideal of a perfect human form, and they should seek to bring their own forms as nearly to this ideal as possible. It is as important for them as for the sculptor. True, flesh and bones are not so plastic in our hands as the clay model; still, our forms will yield more or less in obedience to well-directed efforts.

The commonest faults in the forms of the

present generation are: One-sidedness,—an unequal development of the two sides of the body. 2. Hollow chest, which involves a pitching forward of the shoulders, projection of the shoulder-blades, crooking of the collar-bone, and drooping of the head. 3. Slender waist, especially in women.

These peculiarities are neither healthful nor beautiful, and only an ignorant mind or perverted taste would ever regard them as such. On the score of health, the distorted feet of the Chinese or the deformed skulls of the Flathead Indians are less objectionable than the cramped waists of our devotees of fashion. As regards beauty, it is hard telling which infringes most upon a true ideal. Certain it is that a sculptor who should attempt to rival the *Venus de Medici* by presenting a figure in marble modelled after the forms shown in a modern fashion-plate would be derided. No portrayal can easily exaggerate the evils which follow in the train of these deformities. Teachers can not perform a higher service for their pupils than by leading them to see that a beneficent Creator has framed them according to his own idea, and that any willful distortion of their bodies is a sin as well as a folly.

II. PROPER POSITION AND CARRIAGE OF THE BODY.—Under this head we include the habits of the pupil in reference to sitting, standing, walking, and the movement of the body and limbs generally. Ease, dignity, and grace of carriage should be cultivated. All exercises which do not tend to these ends are of questionable utility. The drill motions can not, from the necessity of the case, be all of them intrinsically graceful; but they should in a degree satisfy our æsthetic sense, and should tell favorably upon the habitual bearing of the pupil. No exercise is desirable which requires awkward and unnatural movements.

III.—RIGHT HABITS OF BREATHING.—Good air is one of the first essentials in physical and vocal exertion. No one can keep the body and mind vigorous for any great length of time in impure air. And the most impure air is that which is filled with the emanations from the human system.

The lungs should be trained to free, full, and vigorous action. They are, so to speak, the very springs of vitality. The