

in this group had been given an intensive course of postural training the previous year, after their seven months of games their posture, lordosis and drooping shoulders were very much in evidence; this shows that games alone will not maintain that upright easy posture which is so desirable. The "No activity" group showed poor posture at the final examination; of the three groups this group produced the worst physical appearance. The games group ran them a good second for poor posture, while the drill group was outstanding for deportment.

It would appear, then, from this experiment that physical instruction in schools should include definite training in posture which can only be given in formal drill. Games do not produce the desired effect. There are many muscles of the body which are not exercised in the average game. Timing and rhythm, so necessary for good muscular co-ordination, must in most cases be encouraged by formal drill performed to music. The ideal time-table would include thirty minutes physical instruction at least per day. The formal drill period should be no less than fifteen minutes. It is desirable that each class should have its own drill time—*i.e.*, when the playground is free—so that it can have use of playground space, gramophone and records, and apparatus (mats) for ground work when other classes are not using them. Then for the other fifteen minutes daily the class can do dancing, organized practice for team games, or mass drill. This time-table would provide sufficient training in deportment and does not forget the pleasure derived from the other recreational types of physical activity.

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