

**C. C. N. S. SERIES. ORDER OF
EXERCISES IN ELOCUTION,
GIVEN AT THE COOK
COUNTY NORMAL SCHOOL**

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C. C. N. S. Series. Order of Exercises in Elocution, Given at the Cook County Normal School by Frank Stuart Parker

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FRANK STUART PARKER

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C. C. N. S. SERIES.

ORDER OF EXERCISES

IN

ELOCUTION,

GIVEN AT THE

COOK COUNTY NORMAL SCHOOL.

FRANK STUART PARKER,

LATE INSTRUCTOR IN THE BOSTON UNIVERSITY SCHOOL OF ORATORY
AND BOSTON SCHOOL OF ORATORY.

SECOND EDITION.

CHICAGO.

1888.

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BEARING AND CARRIAGE.

Every exercise given a child should be for a definite purpose, and should be given regularly. Haphazard, slovenly work in this direction is worse than no work at all. Promptness, interest and precision must characterize the teacher's work if she would produce results to be desired. In this work, as in all others where skill is to be obtained, the better the model the more satisfactory the outgrowth.

Precision is the first element of grace, and, in improving the bearing of the body, is the first thing to be secured. Symmetry of body being the first requisite, all bad habits, such as the carrying of one shoulder higher than the other, head leaning to one side, hips uneven, etc., are to be corrected. Let this be done by showing a child definitely what is required of him. Vague directions, such as, "Stand up straight," "Hold your head better," or "Do stop bending over," are worse than useless. Bring the correct habit, which you wish to substitute, clearly and with regularity into the consciousness, and the bad habit will gradually disappear.

Be sure that the children follow your directions exactly. Bad habits are as easily made habitual as good, and three or four days' careless practice will form habits which you will be three or four weeks breaking up. Work slowly and carefully, getting the right concept into the child's mind, and much time and trouble will be saved.

Dr. Sargent, of Harvard, suggests, if there is great weakness, or lack of proper development of any particular

part of the body, the sensible idea of building there. Guttman's and Dio Lewis's Manual are both standard books in this direction, and full of excellent hints upon the subject of physical exercise.

Great care will be necessary with children. When any set of muscles is fatigued, stop, or bring into use another set, for your object is to strengthen, not to weaken, and weakness invariably follows over-exertion and straining. Do not expect results the first day or the first week. It is normal to grow into grace in a physical, as well as in a moral sense.

Make your exercises as attractive as possible, and give them in a prompt, enthusiastic way as if you liked them yourself. I have seen a class perfectly disgusted with the exercises because the teacher gave them in such a slovenly way. If possible, create a pride in a proper carriage. Children will very soon see that timidity, fear, meanness, ill health, despair, and cowardice or helplessness are all suggested by a passive chest, and will work with a will to overcome such a tendency. Have them try to walk about with a bag of sand or a basket upon the head, seeing who can balance it the longest, and walk the fastest. Get them to stand against the wall, advance a few steps, and then retreat, still retaining their upright position. Encourage out-of-door plays and sports, walking and running. Make it the fashion to be well, and teach your children to look upon ill health and consequent helplessness with perfect horror. Avoid the moping about hot-air registers growing girls so affect, set them to playing with bean bags, or anything to keep them active and out of corners.

Take every opportunity possible of changing the air in the school-room, keeping the temperature even and the air pure, and be sure that the room is well ventilated before giving physical exercises. Avoid giving these exercises immediately after children come in from the home or the

playground; or within an hour of any meal. Relieve the ordinary school-room work by occasional exercises, varied to prevent monotony, and the added power of attention which the children will bring to their work, will more than make up for the time taken by the exercise.

FOR BEARING OF BODY.

1. Rising.
2. Sitting.
3. Military position.
4. Chest percussion.
5. Arm movements.
 - a. Fore-arm horizontal.
 - b. Fore-arm vertical.
6. Shoulder movements.
 - a. Up and down.
 - b. Forward and back.
7. Walk with bag of sand poised upon head.
8. Stand erect against wall, advance five paces, return to position.