

KOEHLER'S  
WEST POINT MANUAL  
OF DISCIPLINARY  
PHYSICAL TRAINING

Genl. Col. H. J. KOEHLER, U.S.A.

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BY

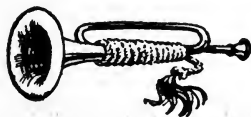
LIEUT. COL. H. J. KOEHLER, U.S.A.

*Director of Military Gymnastics, Swordsmanship, etc., United States  
Military Academy; Instructor at United States Training  
Camps and Cantonments, 1917 and 1918; Instructor  
at Business Men's and Militia Camps,  
1915 and 1916*

WITH A FOREWORD BY

NEWTON D. BAKER

SECRETARY OF WAR



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## INTRODUCTION

This manual is based upon the experience gathered in this work at the United States Military Academy during a period extending over more than a generation, and upon the direct personal application of the results of this experience to approximately 200,000 men in our new Army, 37,000 of whom were aspirants for commissions.

In general, the manual is a revision of Special Regulations, No. 23, Field Training of the Soldier, a syllabus prepared by the author, and published by the War Department, by the direction of the Secretary of War, making it mandatory upon all to carry out this work in the service in accordance with these special regulations.

The reason for its publication at the present time is to meet the frequent demands made by those, in and out of the service, who having had a practical personal experience with this method, and who, realizing the present importance of physical training to our people in general, were kind enough to urge its publication in order that this method and any merits it may possess might become as accessible and wide-spread as possible.

To facilitate its application the subject has therefore been treated as simply and comprehensively, and with as much detail as possible, so that drill instructors of even limited experience, and the inter-

ested layman may follow it intelligently and be able to carry out its intent successfully. Wherever possible technical terms and professional terminology have been translated into every-day English.

Though the manual is intended primarily for the instruction of recruits in the service, civilians who expect to be inducted into the service, and those who do not but who are desirous to add to their general efficiency, will find it to their advantage to become thoroughly proficient in what it prescribes. By doing so select men will not only be physically fit and qualified to successfully meet the demands made upon them when they enter the service, but prepared to take advantage of any opportunity for early advancement that may present itself.

The manual will also adapt itself readily to the needs of schools, colleges and other institutions in which the object of bodily training is disciplinary and educational and not only physical.

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## FOREWORD

I have been asked to write a word of introduction to the West Point Manual prepared by Lieutenant Colonel H. J. Koehler, Master of the Sword and Instructor of Military Gymnastics and Physical Culture at the United States Military Academy at West Point.

For many years Colonel Koehler has had charge of physical education at the Military Academy and those who have attended graduation exercises at West Point have seen the finished product of his system in those wonderful, tense lines of alert, erect young men, who stand like statues on review, showing the human body, as it seems to me, in its greatest perfection; its muscles easy and strong, its proportions set off by the tight-fitting uniform, with new elements of handsome grace born of correct carriage and graceful action. One exclaims involuntarily when he sees the Corps that if the physical discipline at West Point had only an æsthetic value it would be quite worth while. And I doubt if anybody is able to move about the grounds at West Point, however drooping his own figure has become from sedentary habits and inattention to physical culture, without for the time being walking more erectly, giving freer expansion to his lungs and a somewhat more elastic spring to his step.

But the advantage of this discipline is not merely to make men look fit, but actually to make them be fit. The mind inevitably shapes itself with the body in which it resides, and the moral equivalents come with these physical attributes; men whose systems are renewed by wholesome physical exertion, who are well and strong, whose heads are set square on erect shoulders, look their fellow-men straight in the eyes and both show and expect moral erectness as the normal attitude.

When America went into the European war we summoned from civil life thousands of young men to enter officers' training camps. Many of them had had college athletic experience, all of them were educated, and some of them had had military training either at Plattsburg or as a part of their life at school or college. Colonel Koehler became an instructor in these training camps, bringing with him from West Point his method formed by years of experience, and adapted to the special purpose of fitting men rapidly for military service. Those who had an opportunity to see the effect of his instruction were amazed at the rapidity with which the sense of responsibility and the authoritative personality which must be back of effective command were created, and if we could follow Colonel Koehler's graduates, either from the Military Academy or from these training camps, to the battle fields of France we would find an impressive story of physical and moral adequacy which made these young officers themselves able to endure the hardships of modern war and also able with the democracy of sympathy which char-

acterizes life in America, to lead and inspire training in their men which made them fit for their part in these fiery trials.

The appearance of Colonel Koehler's manual will, therefore, make available to a large number of people the principles of a system which is the product of experience, and which has stood the test under critical conditions, and whatever form our future training of boys and young men in this country may take it is greatly to be hoped that we will not again fall into the habit of slighting the body as we were on the point of doing when the war forced us to realize its importance as the basis of our national strength.

The great lesson of this war, of course, is the sanctity of the moral foundations of civilization for which the war itself was fought; but as we have prepared and fought a great many incidental revelations have come to us, and among them few are more important than what we have learned about young men associated in a great cause, in a wholesome environment, and given an opportunity to develop their best talents under inspiring circumstances; we have learned that the natural tendency of young men is up and not down, that young men in Armies prefer to lead upright and noble lives and that the spontaneous emotions of youth are generous and brave. I have myself become so convinced of this that if I were told of an Army that it oppressed the weak and pillaged and destroyed the homes of the defenseless, I would immediately assume that the responsibility lay with those in the higher commands; perhaps not nec-

essarily that they ordered or authorized the acts, but that they at least had not given the natural man in the ranks a free opportunity to develop.

The soldierly virtues which our men have shown are, of course, not all due to their physical training; their sound health does not rest entirely upon the exercises which individuals have taken, but as a part of the whole system the physical training of the individual and the mass is very important, and those who are responsible for our educational processes in the future cannot wisely overlook the experience of our Army in this regard, for a round education must hereafter have its professorships and some such intelligent plan for the culture of the mind, and its professorships of the body, the body as that of Colonel Koehler will be needed to replace the aimless and casual exertions of un instructed playgrounds and unled games. Colonel Koehler's manual is, of course, primarily adapted to the making of soldiers, but it can be easily used for those who may never see military service, and its greatest value lies in the fact that it is orderly and systematic, and rests upon principles apart from the mere excitement of the moment which the casual game gives to the player.

After all how can one plead too strongly for this cause? What can be more obviously advantageous to us as a nation than that our youths should be straight and strong, that we should learn to carry our heads erect, that we should stand squarely on our feet, and walk with a firm and confident tread, that we should learn to associate ourselves with others until we become effective in

mass action, coördinating our movements and subordinating our wills to the voice of rightful authority when the question is the common good? Does it not go without saying that we will be the better in every way for being a strong and vigorous people? Incidentally, we will be more competent commercially, more happy spiritually, braver for the tasks that still lie before us if our bodies are made too handsome to entertain an unhand-some spirit.



Hermann Müller





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# DISCIPLINARY PHYSICAL TRAINING

## SECTION I

### GENERAL OBJECT

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#### 1. Efficiency of Military Establishments.

That the efficiency of a military establishment is in direct ratio to the physical fitness and aptitude of its individual units has never been demonstrated as conclusively as it has during the present war.

#### 2. The Demands of Modern Warfare.

The demands made upon those engaged in this titanic struggle are so far in excess of what was thought

to be the limit of human endurance, judged by a before-the-war standard, that it is impossible to even conjecture now what that limit actually is.

3. Despite the fact that the military profession has not hesitated to impress almost every known science into its service, in an effort to successfully overcome man's endurance, these efforts have proved futile up to the present time, as the *trained man* has demonstrated his ability to hold his own against these almost unbelievable odds, and in the end it will be discovered that it is the carefully trained and conditioned man who alone can make victory possible.

4. **Importance of Physical Training.** With these facts before us it follows logically that the physical training, development and conditioning of those recruited for the military service must be the first and most vital concern of a nation at war.

5. Training men physically for offensive and defensive purposes is as old as warfare itself and from the very beginning up to the present time it alone has remained the one constant and unvarying factor in the education of the soldier, upon which, more than upon all other components of this education combined, success has depended.

6. From the military point of view the individual can be considered only with reference to the requirements of the service, and these demands determine the nature and extent of his training. In other words, in the final analysis, the recruit can not be considered a dependable and effective unit until he succeeds in measuring up to the standard of these requirements.

### 7. **Standard Set by Military Requirements.**

Since this standard so far exceeds the standard required of men in the ordinary walks of life, with respect to severity, variety and general intensiveness of its demands, it is necessary that the soldier possess more than the average amount of organic vigor, muscular and nervous strength and endurance. Aside from these it is also necessary that the power of resistance to disease, somatic vigor, inherent in every individual, in a greater or lesser degree, be fully developed in order that he may successfully withstand the hardships of field service without diminishing his effectiveness.

### 8. **The Object of Military Physical Training.**

The object, therefore, that a course in military physical training must seek to attain is the development of every individual's physical attributes to the fullest extent of their possibilities, in order to enable him to enter upon the duties his profession imposes upon him with the greatest confidence in his ability to discharge these duties successfully under any and all circumstances and conditions.

### 9. **Health and Organic Vigor the Determining Factors.**

Since the nature and extent of all physical training is determined by the state of health of the participants, every rational course in such training, military or otherwise, must have the development of the human organism in its entirety for its *primary object*.

This can only be accomplished if the means employed will give to each organ that which will aid it in its development, assist it in the discharge of its peculiar functions and establish a coördinated,

organic balance between the organs upon which the condition of perfect health depends.

**10. Development of Recuperative and Resistive Powers.** To insure the maintenance of this balance the training must endeavor to develop the recuperative and resistive powers of the vital organs in such a degree that each has a surplus of energy at its disposal against which it may draw in its own favor or in favor of the others when the exigency for such compensation presents itself.

**11. Health, Strength and Vigor a Means.** Though robust health, strength and organic vigor, etc., are the basis and the determining factors in the training of soldiers, they are, from a military point of view, but a *means*, and will avail the soldier but little to attain the other objects of his training until he has learned to carefully conserve the former and use the latter to the best advantage to himself and to the mass of which he is a member. In other words, the possession of these means makes it possible for him to develop the mechanical requirements of his profession, efficiency in which in turn develops self-reliance, confidence, courage and self-control or *personal discipline*.

**12. Discipline of the Mass.** It is this discipline of the individual that determines the discipline of the mass, which is brought about by the welding together of the sum of these personal attributes, and which, plus self-control and the mutual confidence they engender between the individual units, makes for corps spirit that inspires organizations to dare because of the confidence of the ability to do.

13. **Discipline to Be Voluntary and Intelligent.** In the pursuit of discipline superiors should be guided by the rule of reason rather than by the authority vested in them by the commission they hold. The American officer must be essentially a leader, but only he will be a successful leader who, in his efforts to instill the spirit of discipline in his men, succeeds in impressing upon them that discipline, true discipline, the only kind a sovereign people should ever be subjected to, is one that appeals to the head and the heart even more than it does to the hands.

This appeal to the intelligence and the finer sensibilities of the men, particularly of the men composing a selected army, can be counted upon to awaken in them a sense of their responsibilities, and by doing so it will strengthen an officer's control immeasurably, no matter how strict or exacting he may be, so long as he does not lose the sense of the proportion of justice and remains humane.

14. **Definition of Discipline.** Such discipline may therefore be defined as the voluntary, intelligent, coördinated and cheerful subordination of every individual in an equal degree with every other individual of the mass to which he belongs, and of which he is an interdependent and not an independent unit, through which the object of the mass can alone be attained.

15. **Relation Existing Between Physical Training and Discipline.** The intimate relationship that exists between physical training and discipline is not appreciated as it should be even by many in the military profession. To these, physical

training means physical effort with little or no bearing upon discipline.

The experience of the author, stretching over a lifetime at the Academy, but particularly that gained in training several hundred thousand men, directly and indirectly, in which men of every walk of life, in every part of our country were involved, proved conclusively that the disciplinary value of military physical training equaled, if it did not surpass, its purely physiological value.

In fact, it proved itself, when applied to the great army precisely as it has proved itself here at the Academy, to be the best and most efficacious means in the development of discipline, in the individual and in the mass, at the disposal of those in charge of recruit instruction.

**16. Summary of Objects to Be Attained Through This Training.** Summarized briefly the objects this training must seek to attain are:

(a) The development of general health and vigor and how to conserve them.

(b) The development of muscular strength, energy, endurance, etc., and how to convert these most advantageously into the mechanical requirements of the profession.

(c) The development of the discipline of the individual and of the mass.

(d) The development of self-reliance, confidence and courage.

(e) The development of smartness, enthusiasm, alertness and precision, and personal and organization pride.



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17. **The Scope of Field Physical Training** is necessarily limited to those activities that can be indulged in without the aid of any appliances, or with the aid of such as may be improvised, and, finally, with such as the equipment of the soldier provides.

These activities embrace :

- (a) Setting-up exercises
- (b) Marching and exercises in marching
- (c) Double timing and exercises in double timing.
- (d) Jumping
- (e) Rifle exercises
- (f) Bayonet training
- (g) Vaulting exercises and overcoming obstacles
- (h) Athletic games and contests

18. **Setting-up Exercises.** These exercises are to be considered the basis for all other activities.

Their importance can not be overestimated, as by means of them alone it is possible to effect an all-around development impossible by any other means, while their disciplinary value is at least as great as their physical value.

In the prescribed course only those exercises have been included whose value from a physiological and military point of view is unquestioned.

19. **Conditioning and Restorative Exercises.** Following the setting-up exercises and supplementary to them, the lessons should include such general conditioning exercises as marching and exercises in marching, double timing and exercises in double timing, jumping, and finally the restorative or concluding exercises, which are composed of movements that tend to diminish the heart action, regulate respiration, and restore normal condition.

20. **Rifle Exercises.** The purpose of these is to develop handiness in the wielding of the piece and accustoming the men to its weight. As the weight is considerable, especially to the raw recruit, it is recommended that instructors be reasonable in the employment of these exercises. It is recommended that only those prescribed in this manual be used.

21. **Bayonet Training.** Aside from its military importance, bayonet training is a most valuable adjunct to the physical training course, as it calls into action practically every muscle of the body, and makes for alertness, quickness of perception, decision, aggressiveness and confidence.

It is now given such prominence in the training of the men that it has been made a distinct and

separate course, hence it is not included in this manual.

22. **Vaulting and Obstacles.** Vaulting and overcoming obstacles are exercises of application and should be practiced upon such appliances as vaulting bars, walls, fences and ditches or upon natural or improvised obstacles.

23. **Athletics, Contests and Games.** These should be considered recreational and only those activities should be indulged in in which it is possible to employ large numbers at the same time. It is best to select those activities in which the element of personal contact predominates.

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24. **The Employment of Various Forms of Training.** In the employment of the various forms of military physical training it is most essential that well defined methods should be introduced in order that the objects of this training may be attained in a thorough, systematic and uniform manner.

This has been neglected in our service up to the present time and so long as this training is not co-ordinated and all are not compelled to follow the

same methods we shall fail to obtain the results from it that we should.

25. In planning a method of procedure the following factors must be considered :

- (a) The object of the training
- (b) The scope
- (c) The condition and physical aptitude of the men
- (d) The time devoted to it and its division
- (e) The instruction material and its application

The *object* and *scope* have already been fully discussed.

26. **The Condition and Aptitude of the Men.** The question of the condition and aptitude of the men is a very important one and should always determine the nature and extent of the task expected of them. Never, during the recruit period, should the task be made the determining factor. This is frequently lost sight of by well-meaning but overzealous instructors, who by confusing quantity with quality always succeed in defeating the very purpose of this training.

As condition and aptitude increase, as they will if the application of the work has been rational and progressive, the standard of the severity of the drill should be gradually increased until all are able to measure up to the standard set by the military requirements. This under ordinary conditions will require several months of training.

27. **The Men to Be Divided into Two Classes.** The men should be divided into two general classes : the *recruit* and the *trained* soldier class. No man should be considered a trained soldier until he has served at least three months in the recruit class.

28. **The Time Devoted to This Training.** This should be divided into two daily periods each of an hour's duration for recruits; one period to be held in the morning and the other in the afternoon.

29. **The Morning Period.** This should begin not earlier than an hour or an hour and a half after breakfast. At no time should these drills be held immediately after or before a meal; to do so is likely to affect the digestive operation seriously. The practice of exercising men strenuously immediately after reveille and just before breakfast is a vicious one and should never be tolerated. At such a time digestion is of more importance than exercise.

30. The morning period should embrace the following forms of exercise in the order named:

- (a) Disciplinary exercises, two minutes
- (b) Setting-up exercises, twenty minutes
- (c) Marching and exercises in marching, from five to eight minutes
- (d) Jumping exercises, from five to eight minutes
- (e) Double timing, from three to five minutes
- (f) Contests, ten minutes

31. **The Afternoon Period.** This period should be employed in:

- (a) Bayonet training, from twenty to thirty minutes
- (b) Games and contests, alternating daily with conditioning exercises; double timing to develop endurance; vaulting and overcoming obstacles, from fifteen to twenty minutes
- (c) Rifle exercises, ten minutes

32. **The Arrangement of Instruction Material.** This should be progressive, every lesson being com-

plete in itself with respect to the results it is intended to attain.

33. **The Disciplinary Exercises.** These embrace the *starting positions*; the position of *at ease* and *rest*; the position of *attention* and the *facings*.

When a snappy and accurate performance of these exercises is insisted upon, the recruit's mind is concentrated upon the work to follow.

34. **The Setting-up Exercises.** These embrace exercises for all parts of the body; arms, neck, shoulders, trunk and legs are employed in each lesson, for the purpose of every lesson is the harmonious development of the entire body. Thus each lesson embraces the following exercises arranged in the following physiological sequence:

- (1) Introductory arm movement
- (2) Leg exercise
- (3) Trunk exercise, turning
- (4) Leg or foot exercise
- (5) Trunk exercise, dorsal (bending forward)
- (6) Shoulder exercise
- (7) Trunk exercise, lateral (bending sideward)
- (8) Arm exercise
- (9) Trunk exercise, abdominal (bending backward)
- (10) Balancing exercise
- (11) Breathing exercise

This sequence should be adhered to in general in every lesson.

35. All exercises must be performed with the greatest *accuracy*, *precision* and *smartness*, and *proper* posture must constantly be insisted upon.

In order to develop an intelligent responsiveness,

attention should be called to the object of each exercise.

36. Each movement of every exercise should first be performed separately at a command that is indicative of the movement required and the various positions should be held momentarily while corrections are made before moving into the next position.

This *static performance* insures accuracy and precision. After repeating an exercise in this manner several times, the exercise should be continued in a regular cadence, which, however, should be so divided that it will bring out the full physiological value of the movements.

37. In order to inculcate rhythm and coördinated mass movement and flexibility, such exercises as lend themselves to rhythmical repetition may be performed in that manner, provided it does not detract from their physiological value.

38. As the value of all exercises depends upon the manner of their application and not upon the exercises themselves, the cadence must be made to fit the exercise and not the exercise the cadence.

39. **Marching and Exercises in Marching.** The object of these exercises is the development of proper posture, poise and carriage while marching. The exercises taken in connection with marching are intended to develop control, coördination, suppleness and endurance.

40. The length of the *full step* in quick time, as prescribed in the drill regulations, is thirty inches, measured from heel to heel, and the cadence is 120 steps per minute.

By common consent this has been changed to a



step twenty-eight inches long and to a cadence of from 126 to 130 steps per minute.

The change was adopted for the purpose of "quickenning" the men, to make them more alert and add to the smartness of their actions and appearance.

41. In marching in quick time the head and trunk should remain precisely as they are while standing at attention. As the left foot is advanced the right forearm is swung forward and inward, obliquely across the body, until the thumb, palms being turned in, reaches a point about the height of the belt. The forearm swing ends the moment the heel strikes the ground, when the forearm, with muscles relaxed, is allowed to swing down and back until the thumb is about a breadth of the hand to the rear of the buttocks. As the right arm swings back the left arm is swung forward with the right foot in precisely the same way.

42. In order to avoid any rotation about the spine and to avoid any shoulder movement, the upper arms are never allowed to pass the perpendicular in the forward swing.

43. The legs must be fully extended as they are carried forward but all jarring of the body must be avoided when the heels are brought in contact with the ground. When the heel is planted the weight of the body is rolled forward to the toes from which the body is thrust forward.

44. The feet should remain parallel when marching, toes turned squarely to the front. This position of the feet should be insisted upon at all times, except when standing in the position of attention.

45. The poise of the body must be free from all restraint and stiffness and the arm swings, while as uniform as the leg motions, must be free from all exaggeration.

46. When exercises are taken in connection with marching the cadence of the exercise must always determine the cadence of the step.

47. In marching at *half step*, the character and the cadence of the step remain unchanged; only the length of the step is affected. All tendency to shuffling, raising the knees unduly or "digging" the toes in should be avoided.

48. In *marking time*, the heels should be raised first and the toes last, the foot being replaced in reverse order. All tendency to raise and lower the foot in a flat-footed manner, raising the whole foot at the same time with little or no ankle motion, detracts from the smartness of the movement and adds to the tendency toward flat-footedness.

49. **Jumping.** When indulged in for the purpose of developing coördination, form and control, rather than for the purpose of covering distance, it should be confined to jumps of moderate length.

When the men have learned to coördinate and can perform the jumps in proper form and with precision, they should be caused to extend themselves gradually in order that they may be able to negotiate such obstacles as may confront them in the field successfully.

Jumping being an exercise of more than ordinary severity instructors are warned to proceed cautiously.

50. **Double Timing.** The object of double timing is the quick advancement of troops at as

little physical expense as possible and at a rate of speed which is determined by the distance to be covered, the urgency of the case, and what is expected of the men when they reach their destination.

51. The saving in physical effort is made by diminishing the character of the leg motions, thereby reducing the flight of the body when neither foot is on the ground.

The muscles of the entire body should be relaxed as much as possible; the trunk, resting squarely upon the hips, is allowed to incline forward until the center of gravity falls on a point about the length of a step in front of the body.

The arms are flexed at the elbows, hands closed and raised until they are half way between the waist and the shoulders. As the foot is advanced the opposite arm is swung forward and inward from the shoulder, thereby assisting in forcing the body forward on its ever changing points of support.

The knees are slightly flexed constantly and should never be fully extended.

52. The feet should be parallel and raised with the soles as nearly parallel with the ground and as close to it as the terrain will permit. In striking the ground the heels come in contact with it first, the toes, however, being raised just sufficiently to keep the foot from jamming up into the shoe and causing the toes to be chafed by rubbing against the front of the shoes.

53. When correctly assumed, the attitude of the body is such that the weight is constantly falling forward and the legs are moved forward in an effort to establish an ever changing equilibrium.

The shoulders should travel forward in as nearly a horizontal plane as possible. If this is done all jarring of the pack and the attendant discomforts this jarring causes to the shoulders and back is avoided.

54. Breathing should be carried on through the nostrils as much as possible and in order to facilitate respiration as much as possible the chest muscles should be relaxed as much as circumstances and equipment will permit.

55. The cadence is 180 steps per minute and the length of the stride is thirty-six inches.

56. When properly performed this gait will produce the maximum of results through the minimum of effort.

57. There is no exercise that will develop condition, vigor and endurance, lung and leg power in general as double timing at a moderate rate of speed will. On account of its severity and tendency to permanent injury to the heart, instructors are cautioned to proceed carefully, particularly when handling green men.

58. *Exercises* while double timing are intended to develop flexibility, agility and general mobility and to prepare men for the endurance runs.

59. **Endurance Runs.** These should form a part of the afternoon period. From lasting only a few minutes in the beginning of the training, the time should be gradually extended until, through daily drills, the men are in such condition at the end of the recruit period of training that they can double time for a very considerable length of time without becoming unduly fatigued or distressed.

The trained soldier should practice the endurance runs fully equipped.

60. **Contests.** These should be such as bring the men into personal contact with each other. They should be personal encounters that aside from their physical value bring out and develop the individual's aggressiveness, agility, quickness of perception, and add to his confidence and morale.

61. In contests in which superiority is determined by skill and agility few if any restrictions need be placed upon the efforts of the contestants. In those contests, however, that are determined by strength and endurance it is well to call a "draw" when the contests are likely to be drawn out to the point of exhaustion.

62. Two of these contests should be included in every lesson, except in the preliminary ones, and contests requiring skill and agility should alternate with those that depend upon strength and endurance.

The contests should be made as recreational as possible in order that the men may relax.

63. As many as possible should be engaged at the same time, the men being paired off in accordance with weight, strength and general aptitude.

64. **Group Contests, Games and Athletics.** These should form a part of the afternoon period and be purely recreational in order that the men may thoroughly relax from those forms of physical activities that require constant concentration.

65. **Endurance Course.** A regular measured course should be provided for these runs, and as its purpose is the development of the ability to over-

come obstacles as well as the development of endurance, the course should have various kinds of obstacles.

66. It is recommended that the course measure 100 yards in length and be provided with the following obstacles, the interval between them to be approximately ten yards.

- (a) The starting line.
- (b) A ditch with perpendicular sides,  $4\frac{1}{2}$  feet deep; for jumping into and climbing out of.
- (c) A row of  $2\frac{1}{2}$  foot fixed hurdles; for hurdling.
- (d) A bar fence with top bar adjustable up to five feet; for vaulting.
- (e) An 8 foot shallow ditch; for broad jumping.
- (f) A 6 foot sandbag wall with perpendicular sides; for climbing up and jumping off.
- (g) A closed  $6\frac{1}{2}$  foot fence; for scaling.
- (h) A  $4\frac{1}{2}$  foot elevated balance run. This is constructed of four twelve foot planks, twelve inches wide, elevated three feet from the ground; the planks are laid end for end in about a 30 degree zig-zag; for balance running.
- (i) A row of  $2\frac{1}{2}$  foot fixed hurdles; for hurdling.
- (j) The finish line.

Other obstacles may be introduced and if natural obstacles are available they should be utilized.

67. The course should be wide enough to accommodate at least sixteen men at the same time. By starting the men at intervals of ten yards a single course will be sufficient to engage 160 men at one time.

## SECTION IV

### INSTRUCTORS

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#### 68. **The Officer in Charge of This Instruction.**

For disciplinary purposes and also to give to this training the importance and dignity it merits, it is absolutely necessary that its direction be placed in charge of instructors who are regularly commissioned in the service.

One of these should be placed in charge and held responsible for everything pertaining to this training in the division to which he is assigned.

69. This *division inspector-instructor* should have associated with him a regularly commissioned officer in every regiment or its equivalent.

70. These *regimental inspector-instructors* should have charge of the training in their respective regiments. They should instruct and train at least one officer in each battalion to act as their assistants in supervising the work.

71. The *battalion inspector-instructors* should in turn instruct the platoon leaders of their unit, so they may be competent to conduct this work intelligently under the supervision of the battalion-instructor.

72. **Number of Men to Be Instructed.** As a rule this instruction should not be imparted to a unit greater than a platoon. For disciplinary purposes and in order to weld the command into a compact, alert and quick unit and foster a spirit of enthusiasm which can not be accomplished by any other means as effectively as by this, the whole company should be drilled as a unit at least once a week.

• When the men become proficient a whole battalion should occasionally be drilled together.

73. **Instructors Must Be Conscientious.** Instructors must go at this work conscientiously; they must be qualified in every way to conduct this work successfully, for in no part of the instruction of the men does the individuality of an instructor count for as much as it does in this phase of it.

Instructors must therefore always be an example to the men; be stripped and ready for action and prepared not only to describe an exercise minutely and clearly but to perform it with precision and accuracy.

74. **Drills Must Be Made Attractive.** The



drill should be made as attractive as possible. It should act as an exhilarant and be gone at with enthusiasm, but this will not result if the mind, which exerts more influence upon the body than any extraneous influence, is not employed; for it is impossible to brighten or make a man quick and active physically if his mental faculties are being dulled, and vice versa.

75. The relation between mental and physical activity is so intimate that it is impossible to ignore the one without seriously affecting the other.

This fact can not be impressed upon instructors too forcibly. A drill made monotonous by the constant repetition of the same exercises is bound to become irksome and finally results in becoming all but useless, because by not employing the mind the spirit and enthusiasm are killed in even the most enthusiastic and conscientious, and the drill becomes a mechanical drudgery.

76. **The Function of Every Military Drill** should appeal to the mental as well as to the physical side of the men. By enlisting their intelligence in what is required of them a cheerful, intelligent and enthusiastic responsiveness always results.

An instructor who does not grasp this will find himself unable to arouse the men to the point where they will voluntarily extend themselves to the limit of their capabilities.

77. **Instructors Must Be an Inspiration.** They should, if possible, be men of better than ordinary physique, and possess the ability to incite the men to give the best that is in them. This means that they must possess an unusual amount of

muscular and nervous energy, which they must be prepared to spend unstintingly.

78. **Exercise the Means, Not the End.** Instructors should constantly bear in mind that the exercises are the means and not the end, and that it is the application of an exercise rather than the exercise itself upon which successful results depend. Whenever a doubt arises in an instructor's mind as to the effect of an exercise, he should always err on the side of safety as *underdoing is rectifiable, overdoing is often not.*

79. **Exercising to the Point of Exhaustion.** To exercise men to the point of exhaustion is not only liable to result seriously to the men, but it kills their spirit and enthusiasm, and without these successful military training of any kind is impossible. It cannot be impressed too urgently upon instructors and upon others connected with the training of recruits that this drill, particularly the morning drill, must leave the men fit, able and eager for their other tasks; with an increased rather than with a diminished amount of energy and enthusiasm. Instructors who do not possess the faculty of obtaining this result should not be intrusted with this instruction.

80. **Uniform to Be Worn.** The uniform worn will depend upon the season of the year and the state of the weather. At no time should a uniform that does not admit of the freest possible movement of the body be worn.

During the warm months of the year, undershirts and loosely laced breeches without leggings should be prescribed; the olive drab shirts being sub-

stituted for the undershirt during the colder months or during inclement weather.

Under ordinary conditions the regulation shoe will be prescribed, but tennis shoes may be substituted when these are in the possession of the men.

Hats, caps or blouses will not be worn. If a head covering is worn it should be removed.

After exercising, the men should be instructed to remove the underclothing and socks, and if time and facilities permit they should be instructed to bathe.

**81. After Reveille Drills.** The perniciousness of the practice of exercising men strenuously immediately after rising and before eating has been dealt with elsewhere.

**82. Instructors Must Prepare Lessons.** Instructors are cautioned that success can only be expected if they work along the lines of carefully prepared lessons, all aimed at the attainment of the ultimate general object.

**83. Number of Times an Exercise Should Be Repeated.** As stated before, it is impossible to lay down a hard and fast rule governing the number of times any particular exercise should be repeated. In this matter instructors must exercise their own judgment, which should be based upon the condition of the men, aptitude, time of day and the nature of the exercise.

Should any question relating to this arise in the mind of the instructor he is again warned to err upon the side of safety.

**84. Explanations Made While Men Are in a Constrained Attitude.** Instructors must avoid the

tendency to make explanations, suggestions or long-drawn-out corrections while the men are in a constrained position, as it never fails to detract from the snappiness of the drill and needlessly exhausts the men.

With practice, instructors will develop the faculty of interpolating cautions and corrections and to inspire the men to increased effort and snap while they are exercising, without interfering with the performance of the exercise or its cadence.

85. When explanations, corrections, etc., are made the men should be placed in some position which will insure their being able to give the instructor their full attention. All long-drawn-out explanations should be avoided; those given should be brief, concise and definite.

86. **Frequency of Rests.** In the beginning frequent rests should be given, later as the men improve in condition the frequency and duration of the rests should be gradually decreased.

Short snappy drills are always to be preferred to long and tedious ones.

## SECTION V

### COMMANDS

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#### 87. The Importance of Military Commands.

It is impossible to overestimate the importance of the ability to give commands properly. Besides being the means through which an instructor communicates what is required of those in his charge, and when this requirement is to go into effect, commands must also convey the nature of the performance of the requirement.

Invariably a movement is performed precisely as it is ordered. If the command is delivered concisely, distinctly, in proper cadence, and with energy and snap, the performance will be found to fit the command; just as it will fit a command that is given in a lifeless and slovenly manner. In other

words, an instructor will always find the response to his command to be a direct reflection of his efforts, or lack of them, in this regard.

**88. Instructors to Cultivate the Ability to Command.** Instructors should practice giving commands assiduously until their vocal organs develop the requisite amount of quality and power and until they succeed in fully controlling the pitch and tone of their voice. Every individual has a certain pitch that will carry farther and is more distinct than any other; this he should make it his business to develop.

**89. Chest Voice.** Commands should be delivered with what is commonly known as a "chest voice," in contradistinction to what is known as a "head voice." The former is usually a low-pitched voice that will carry farther, be more distinct and require less exertion than the latter.

**90.** In order to cultivate this chest voice the muscles of the chest, neck and those that control the larynx should be relaxed, so that the trachea or windpipe may be fully distended when the air is being forced up through it and against the vocal cords by the action of the diaphragm.

**91.** The mouth must be opened fully and with the assistance and proper use of the tongue, teeth and lips the words of the command should be articulated and enunciated with the utmost distinctness and precision and with sufficient volume to fit the occasion.

**92. Power, Pitch and Control Exercises.** The following simple exercises are recommended to cultivate these:

Take a moderately deep inhalation, and then following the instructions given above, utter *hong* with as much volume as possible and in the proper pitch for a period of from four to five seconds; inhale again and in the same manner as before give utterance to the word *kong*.

To vary the sounds this practice should be followed by using the words *sing-song* and *ding-dong*. These words are recommended because they are simple, easily remembered and because they are composed of sounds that adapt themselves best in bringing out the intent of the instruction.

### 93. **Articulation, Enunciation and Diction.**

All the words of a command, particularly of the preparatory commands, must be articulated distinctly; the enunciation must be clear, have the proper enunciation, possess the right inflection and power and be convincing; the diction must be pure; the substitution of sounds that in many instances have no relation whatever to the sounds of the words for which they are substituted should be avoided.

94. **Division of Commands.** There are two kinds of military commands, the *preparatory* and the *executive*. The *preparatory* command describes and specifies what is required and the *executive* calls what has been described into action.

*Preparatory* commands are printed in ordinary type and the *executive* commands in CAPITALS.

Thus: 1. Arms forward, 2. RAISE.

All preparatory commands must be given with a rising inflection and the instructor must have the

feeling that he is lifting the entire command with his voice and creating an eagerness on the part of the men to be off, so to speak, when the executive command, which usually consists of one word, is literally shot at them.

95. **Commands of Continuance.** This is a command that is used in the repetition of an exercise and may be expressed in words or in numbers; in either case, however, it must be used not only to indicate the cadence or rhythm of the exercise but it must also be indicative of the manner in which each movement of an exercise is to be performed.

Through the proper use of these commands long explanations are avoided and instructors are able to place themselves in absolute accord with the men by conveying the "feel" of an exercise to them.

Thus: 1. Bend trunk forward, 2. EXERCISE. O-n-e, *two*, o-n-e, *two*, etc.

Here the long drawn out o-n-e indicates that the movement should be performed slowly, while the short, snappy *two* indicates a quick recovery.

96. **Commands for Exercises Performed Statically.** If it is the purpose of the instructor to have exercises performed statically, i. e., have the men pause in position after every movement of an exercise, the instructor will use words indicative of the successive movements rather than numerals.

Thus: 1. On toes, 2. RISE. 3. Knees, 4. BEND. 5. Knees, 6. EXTEND. 7. Heels, 8. DOWN or  
1. Trunk forward, 2. BEND. 3. RECOVER.



In these commands the executive word must also indicate how what is required is to be performed. In the first of these exercises the word RISE is spoken sharply and quickly, indicating snap and quick action; the word BEND is drawn moderately, indicating moderately slow performance; the word EXTEND is given in the same way, while the word DOWN is spoken moderately fast and definitely, indicating moderately fast performance and finality.

In the second exercise the word BEND is drawn considerably, indicating slow performance, while the word RECOVER is spoken moderately fast and sharp.

The word RECOVER is generally used to bring the men back to the original starting position.

#### 97. **Commands for Continued Performance.**

In these the preparatory commands must explain the entire exercise, while the command of execution, which is almost always confined to the word EXERCISE, calls for the continuation of the exercise, the commands fitting the repetitions being confined to numerals.

98. When large bodies of men are exercising together it is advisable to follow up the explanatory preparatory command with another preparatory command that will prepare the men for the command of execution. This will insure the exercise being performed simultaneously.

Thus: 1. Swing arms downward and sideward, 2. In cadence, 3. EXERCISE.

99. To discontinue an exercise performed in this manner, the command HALT is given in place of

the last numeral, which, in order to prepare the men for the command *halt*, should always be given with a rising reflection.

Thus: 1. Thrust arms forward, 2. EXERCISE. One, two, one, two, *one*, HALT.

100. When numerals are used they should always be equal to the number of movements composing the exercise. Thus, an exercise of two movements will be repeated at *one, two*; one of four movements will require four counts, etc.

101. If any particular movement of an exercise is to be performed with more energy than the others, the numeral corresponding to that movement should be emphasized.

Thus: 1. Rise on toes, 2. EXERCISE. *One*, two, *one*, two, etc.

Here the emphasis is placed upon the upward movement, consequently *one*, which corresponds to that movement, is emphasized.

102. **The Interval Between Commands.** The interval between the preparatory and executive commands should be long enough to insure the average man having understood the former before the latter is given.

Under ordinary circumstances the cadence, particularly in marching and in the manual, should be given in the cadence of the quick time, allowing three beats to elapse between the end of the preparatory and the beginning of the executive commands.

103. In marching, the interval between the pre-

paratory and the executive command should be three paces, the command Halt, whenever it is possible, falling on the *right foot*. This insures closing with the right foot, which should be brought in contact with the left with a *click*.

## SECTION VI

### MASS COMMANDS

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Commands for setting-up exercises . . . . .	112-114
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103. **Mass Commands.** This innovation, first tried experimentally at one of the Officers' Training Camps by the author, has provided recruit instruction with a means more far-reaching in importance than anything that has yet been introduced.

Through it, it has been possible to give to large masses of men all the benefits accruing from individual instruction by constituting each one more or less his own drill instructor.

104. The advantage of this method over the old one is found in the fact that every individual is made to rely upon his own initiative and intelligence. He not only learns the commands, and how and when to execute them properly, but, being his own drill master, to all intents and purposes, he learns how to give the commands himself and to execute them at his own command given in unison with the rest of the members of his unit.

105. As every individual is required to give the commands as if he alone were giving them for the

entire unit, the volume and smash of these combined voices literally impels every man to extend himself to the limit in executing the movements properly.

106. As a result of these mass commands diffidence and temerity and the awkwardness due to them disappear almost instantly, and in their place confidence, self-reliance, assertiveness, enthusiasm and proficiency, and a sense of rhythm and coördination are developed in a degree impossible by any other means.

107. The time required to attain the same degree of proficiency is less than one-half what it is under the old methods, and the product of this new method is in every way superior to that of the old.

108. **The Method of Procedure of This Instruction.** When the men are first assembled they are informed what is expected of them. Then every movement is explained to them in detail and so far as it is possible to do so the reasons for the movement are given. The command which calls the requirement into action is then repeated for them and the instructor then personally gives the command and performs the movement several times himself. He then causes the men to give the command, without, however, permitting them to perform the movement, until they have learned to give the command properly.

When they have learned to do this he causes them to give the commands and to perform the movement themselves.

109. To overcome timidity and self-consciousness and to instill confidence and assertiveness in

place of them, as well as to teach the men how to use their voices properly, the instructor will cause the men to repeat the voice exercises described in Paragraph 92 for several minutes.

This is first to be done in an ordinary tone of voice, the volume to be gradually increased until every man is able to perform these exercises with the full force of his voice.

110. After explaining the voice exercises and illustrating them personally the instructor will command: 1. Voice drill, using the word *Hong-Kong*; 2. Inhale; 3. NOW.

At *now* the men will sound the word *hong* and continue until the instructor raises his hand, when they cease, and inhaling rapidly, at the instructor's signal, they will sound the word *kong* until he gives them the signal to discontinue.

111. In teaching the men the commands it will be found necessary to divide the commands, teaching them the preparatory command first and then the executive command, combining them only when they have learned to give each correctly.

112. **Mass Commands for Setting-up Exercises.** When mass commands for the setting-up exercises are used, the instructor may cause the men to repeat the entire preparatory command after him. The simpler way, however, is for him to give the preparatory command himself and then have them put the exercise into motion by commanding: 1. In cadence, 2. EXERCISE.

The men will do their own counting, coming to a halt at their own command upon the instructor's

signal, given by raising the arm or arms at the beginning of an exercise's last repetition.

113. All mass commands are given by the men at the instructor's command: **COMMAND.**

Illustration:—

The instructor cautions—1. Hands on hips, 2. **COMMAND.** The mass responds—1. Hands on hips, 2. **PLACE.**

The instructor cautions—1. Lower arms, 2. **COMMAND.** The mass responds—1. Arms, 2. **DOWN.**

In performing a continued exercise the men are first caused to assume the required starting position, as illustrated above. The instructor then gives the preparatory command and the mass the executive command.

Illustration:—

The instructor cautions—1. Raise arms to thrust, 2. **COMMAND.** The mass responds—Arms to thrust, 2. **RAISE.**

The instructor cautions—1. Thrust arms forward, swing side, swing forward, and recover in four counts, 2. **COMMAND.** The mass responds—1. In Cadence, 2. **EXERCISE,** and counts one, two, three, four, until the signal to discontinue is given on *one*, when the count will be *one*, two, three, **HALT.**

114. **Mass Commands for Military Movements.** The procedure in mass commands for the purely military exercises is as follows:

(1) Instructor—1. Call the command to attention, 2. **COMMAND.** Mass—1. Company (or whatever the unit may be), 2. **ATTENTION.**

(2) Inst.—1. Cause the command to stand at ease, 2. COMMAND. Mass—1. At, 2. EASE.

(3) Inst.—1. Dress to the right, 2. COMMAND. Mass—1. Right, 2. DRESS.

(4) Inst.—1. Front the command, 2. COMMAND. Mass—1. FRONT.

(5) Inst.—1. Face to the right, 2. COMMAND. Mass—1. Right, 2. FACE.

(6) Inst.—1. Mark time, 2. COMMAND. Mass—1. Mark time, 2. MARCH.

(7) Inst.—1. Halt the command, 2. COMMAND. Mass—1. Company, 2. HALT.

115. When the command to halt the command is given, the instructor should give the command of *command* when the left foot is being placed on the ground. The men will then give the cautionary command *Company* when the left foot is next placed on the ground and counting *one* as the left foot comes down again, *two* on the right foot, *three* on the left, and give HALT on the right foot. This will cause the right foot to close the march, which should always be done with a click of the heels.

(8) The instructor having given the cautionary command to halt the company, the mass commands: 1. Company, one (left), two (right), three (left), HALT.

This same method is used when the company is on the march.

116. For the purpose of instruction and to keep the men alert it is a good policy not to prompt the necessary command when it can be avoided, thus, in changing formations from line to column or the reverse the instructor should express the change he desires and the direction of the change.



The company being in line and at a halt, to change it to column to the right—

(9) Inst.—1. Change to column to the right, 2. COMMAND. Mass—1. Squads right, 2. MARCH, one, two, three, Company, one, two, three, HALT.

In squads right or left the command of execution is followed by three counts, then the cautionary command *Company* is given, followed by three more counts, and then the command *Halt* is given.

In squads right and left about, the command of execution is followed by six counts, then the cautionary command *Company* is given, followed by three counts and HALT, as in squads right or left.

117. When the company is in line and at a halt and the instructor wishes to move it to the right, or left, in column he indicates his wishes by:

(10) Inst.—1. Move the company in column to the right, 2. COMMAND. Mass—1. Squads right, 2. MARCH.

To change from line to column to the right and to move the column to the left:

(11) Inst.—1. Change to column to the right and move to the left, 2. COMMAND. Mass—1. Right by squads, 2. MARCH.

The change from line to column to the right and move in column to the right:

(12) Inst.—1. Change to column to the right and move to the right, 2. COMMAND. Mass—Squads right, 2. Column right, 3. MARCH.

118. Being on the march and wishing to change the direction, the instructor commands: 1. Change direction to the right, or left, 2. COMMAND, which will be followed by the mass giving the regular commands.

119. The company being on the march in column and wishing to change direction to the rear he commands: 1. Change direction to the right, or left rear, 2. COMMAND, the mass corresponding with 1. Squads right, or left about, 2. MARCH.

120. Being on the march in line and wishing to change to column and halt, the instructor commands: 1. Change to column to the right and halt, 2. COMMAND, the mass command is the same as in (9).

121. With these examples for illustrations instructors should have no difficulty in instructing the men to give the proper commands for all of the company movements.

122. When on the march the instructor must caution the men that an interval of three paces should always elapse between their preparatory command and the command of execution; that the command of execution for the halt should be given preferably on the right foot; that it is best to give the command of execution for squads right or left or right and left about on the right foot, because it is usual to allow an odd number of steps for the performance of these movements, 5 or 7 for squads right or left and 11 for squads right or left about, and giving the command on the right foot will therefore insure stepping off in the new direction with the left foot.

123. The command for marching by the flanks and obliquing should be given on the foot corresponding to the direction; to the rear should be given on the right foot, and that for halting when side-stepping should be given when the heels are being brought together.

## SECTION VII

### POSITIONS AND FORMATIONS

	PARAGRAPH
The position of attention . . . . .	124-130
The position of at ease and rest . . . . .	131
Formations . . . . .	132-134

124. **Position of Attention.** This is the position an unmounted soldier assumes when in ranks or whenever the command *attention* is given. Figs. 1a and 1b.

*In the training of any one nothing equals the importance of proper posture; it is the very foundation upon which the entire fabric of a successful course in physical training must be founded.*

125. This is particularly true in the development of men for the military profession, for aside from its physiological influence, it exerts the traditional military psychological influence which inspires men to cultivate those qualities, smartness, precision, poise and pride in personal appearance, that have always been identified with the military and which have always been found coincident with discipline.

126. The position must be one of mental as well as of physical preparedness and alertness, and for that reason it must be free from all mental and physical constraint.

All muscles employed must be contracted only



*Fig. 1a*



*Fig. 1b*

enough to maintain the position and every tendency toward rigidity should be avoided, as the position is one that depends upon coördination and not upon unnecessary muscular effort.

127. Instructors are cautioned to describe, illustrate and explain the position of the various parts of the body in this position, carefully calling attention to common errors and explaining their origin. Proper attitude and posture must be insisted upon both in and out of ranks until the men assume it from habit.

128. At the command:

1. Company, 2. ATTENTION.

The position will be assumed as described below. The best results are obtained when the command *Company* is used as a cautionary command and such commands should always be given as *sharply* and as *imperatively* as possible. This is followed by making two commands of the word attention, the first two syllables being used as a preparatory and the last as an executive command: A-T-T-E-N-SHUN.

The men are cautioned not to move until the last syllable, uttered with a distinctive snap, is given, when they spring into the following position, bringing the heels together with a click.

129. (1) HEELS ON A LINE, PARALLEL TO THE FRONT.

If the heels are not on a line the hips and shoulders are not square.

(2) FEET TURNED OUT EQUALLY, FORMING AN ANGLE OF 45 DEGREES.

If the feet are not turned out equally the same faults will occur as above.

## (3) KNEES ARE EXTENDED, WITHOUT STIFFNESS.

The muscles should be contracted just enough to keep the knees straight, if these are extended stiffly, mobility is lost.

## (4) THE TRUNK ERECT UPON THE HIPS.

The spine is extended throughout its entire length. The men should endeavor to make themselves as tall as possible, straightening out the spine from the waist up until the back is as flat as it can be made. In stretching the spine the *chest* will be *raised* and *arched* in a natural manner. This, however, should be done without *raising* the shoulders or interfering with natural respiration.

The *buttocks* are brought *forward* until they are well under the trunk and as this is done the *ankle joints* are flexed forward until the *weight of the body rests chiefly upon the balls of the feet*, the heels touching the ground lightly.

## (5) SHOULDERS SQUARE, FALLING NATURALLY.

Being square means having the line of the shoulder ridge and the point of the shoulder at right angles to a general plane running through the body from front to rear. The shoulders should never be forced back of this plane, but out rather in line with it, the men endeavoring to make themselves as broad as possible without, however, crooking the elbows.

## (6) ARMS HANGING NATURALLY.

The arms extended by their own weight hang down at the sides naturally, the thumb at the trouser seam, little finger to the rear and palms turned in toward the thigh.

If the arms are extended downward forcibly a faulty curve in the lumbar region will ensue and a so-called "sway-back" will result.

## (7) HEAD ERECT, NECK VERTICAL, EYES UP.

The head is raised until the neck is vertical, the chin being elevated slightly above the horizontal; the eyes should be fixed upon some object at their own height.

130. When this position is properly assumed, a vertical line drawn from the center of the top of the head will pass in front of the ears, shoulders and thighs and find its base at the balls of the feet.

131. **The Position of At Ease and Rest.** To prevent nullifying the beneficial effects of this training the men should be cautioned about assuming any position that tends to do this. Standing on one leg, folding arms in front of the chest, allowing the head and shoulders to droop forward, or the body to sag at the waist must be persistently discountenanced, until the men form the habit of resting with feet separated on the same line, both being squarely on the ground, with hands clasped behind the back; head, shoulders and trunk erect. To inculcate this habit it is well to insist that the men assume the following prescribed position at the command:

1. At, 2. EASE. Fig. 2.

The preparatory command being drawn out and the executive command being given with a distinct snap.

The left foot is moved smartly to the left in line with the right a distance from 12 to 14 inches, and the hands are clasped behind the buttocks, arms extended naturally.

The trunk, chest, head and eyes are held precisely as in the position of attention. The weight of the body is distributed equally and silence and immobility are maintained. If it is desired to *rest* the men, the command

1. REST,

should be given after the position of *at ease* has been assumed. While immobility and silence need then be no longer maintained, the men should not, how-





*Fig. 2*

ever, be permitted to assume a slouchy or slovenly resting position.

132. **Formations.** The following formation is recommended for the setting-up exercise; it being the least complicated, most compact, least confusing, and requiring less time than any other. It can be applied with equal facility and promptness to any unit, as it requires no more time to form a regiment than it does to form a squad.

133. The unit to be drilled is formed in column facing the instructor, short men in front. Fig. 3.

At the command:

1. Extend on number one, 2. MARCH,

numbers one stands fast, numbers *two, three* and *four* turn to the left, and taking up a double time, numbers two take two steps and face to the front, with arms in the side horizontal, numbers three and four taking respectively four and six steps before facing and raising arms sideward. Fig. 4.

This interval will be sufficient to leave a space of about 12 inches between the finger tips of the respective numbers.

At the command:

1. Arms, 2. DOWN,

the arms are lowered smartly to the sides. The front and rear rank men are now covered and too close to each other to carry on the exercises. To provide ample space for all, the instructor commands:

1. Rear rank, to the right (left), 2. UNCOVER.

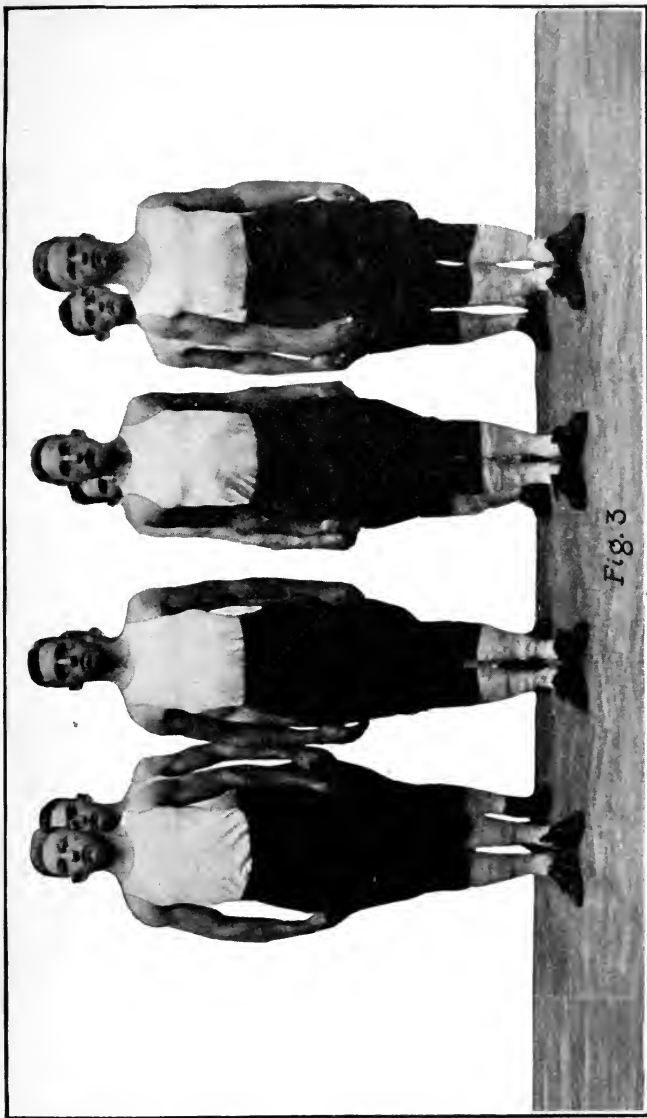
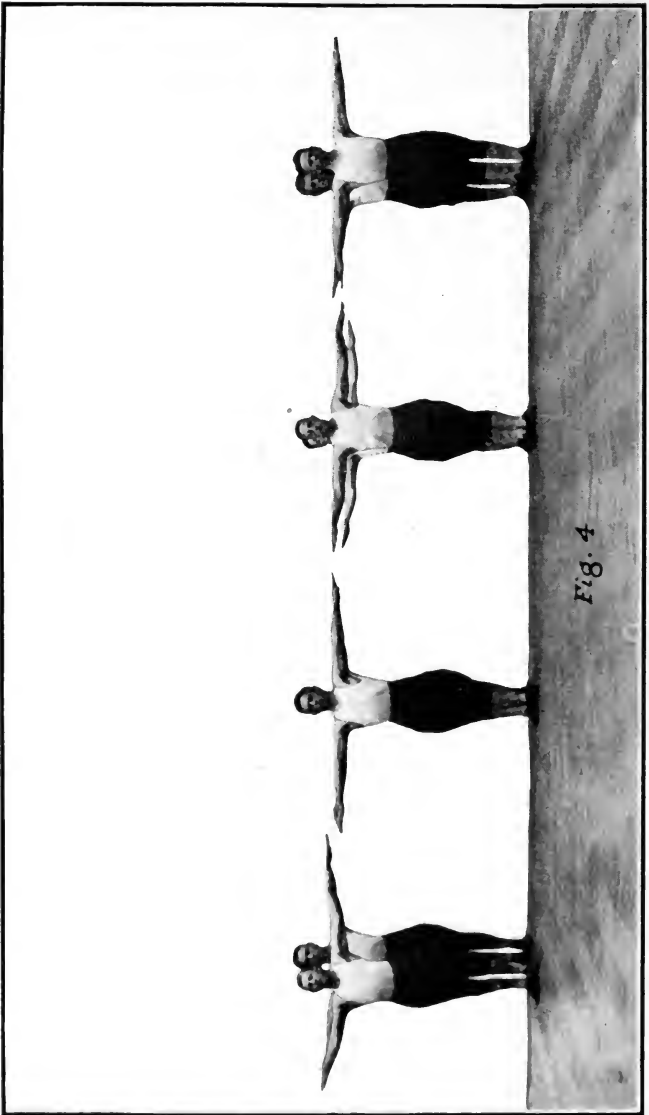


Fig. 3



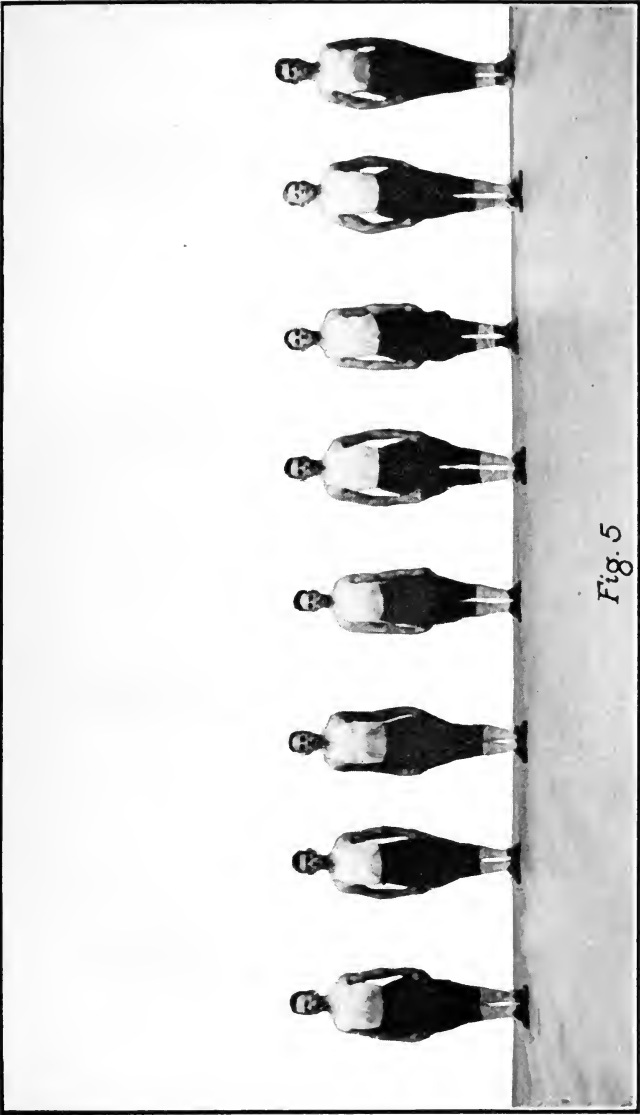


Fig. 5

At the command *uncover* each rear rank file stride-jumps squarely into the middle of the interval on the right. In doing this he swings his right leg sideward, and thrusting his body off with the left foot, he lights on his right foot and brings his left heel smartly against his right with a click. Fig. 5.

To assemble the company, the instructor commands:

1. Assemble on number one, 2. MARCH.

At the command *march*, numbers one of the front rank stand fast, the others return to their original places in the column in double time.

134. At the option of the instructor other formations may be used, such as the drill regulations prescribe, as taking distance or taking intervals.

## SECTION VIII

### STARTING POSITIONS

	PARAGRAPH
Starting positions . . . . .	135-137
Disciplinary exercises, facings and salute .	138-140

135. **Starting Positions.** These are the positions from which the various exercises originate and terminate.

In nearly all arm exercises it is necessary to assume one of these *starting positions*.

In performing exercises with other parts of the body they are used as aids; to add difficulty to a movement; or to give to a movement, in which the arms are not employed, a uniform, finished appearance.

- (1) 1. Arms forward, 2. RAISE. 3. Arms, 4. DOWN.  
Fig. 6.

At *raise*, the arms, fully extended, are raised smartly to the front horizontal; palms of hands down, fingers closed and extended, thumbs under the index fingers. Distance between hands is the width of the chest.

At *down*, the arms are lowered smartly to the position of attention, without allowing them to touch the sides, however.

The recovery of the position of attention must always be precise and smart and be accompanied by a slight elevation of the chest, which gives it a de-



*Fig. 6*





*Fig. 7*

cided military appearance and makes for control and discipline.

THIS RULE IS GENERAL.

- (2) 1. Arms sideward, 2. RAISE. 3. Arms, 4. DOWN.  
Fig. 7.

At *raise*, the arms are raised smartly to the side horizontal, palms down, fingers and thumbs as before.

- (3) 1. Arms forward-upward, 2. RAISE. 3. Arms, 4. DOWN. Fig. 8.

At *raise*, the arms, fully extended, are raised forward and upward until they are perpendicular. Elbows are straight, arms pressed back well, palms turned in, the distance between them being the width of the chest, fingers and thumbs as before. In this position the arms and the entire spine should be stretched upward as much as possible.

At *down*, the arms are lowered smartly to the sides with a forward motion.

- (4) 1. Arms sideward-upward, 2. RAISE. 3. Arms, 4. DOWN.

At *raise*, the arms are raised to the same perpendicular position with a lateral motion.

At *down*, they are lowered laterally.

- (5) 1. Hands on hips, 2. PLACE. 3. Arms, 4. DOWN.  
Fig. 9.

At *place*, the elbows are flexed smartly and the hands placed on the hips, thumbs to the rear, finger tips in line with the side trouser seams, elbows well back.

At *down*, the position of attention is resumed smartly.

- (6) 1. Arms to thrust, 2. RAISE, 3. Arms, 4. DOWN.  
Fig. 10.

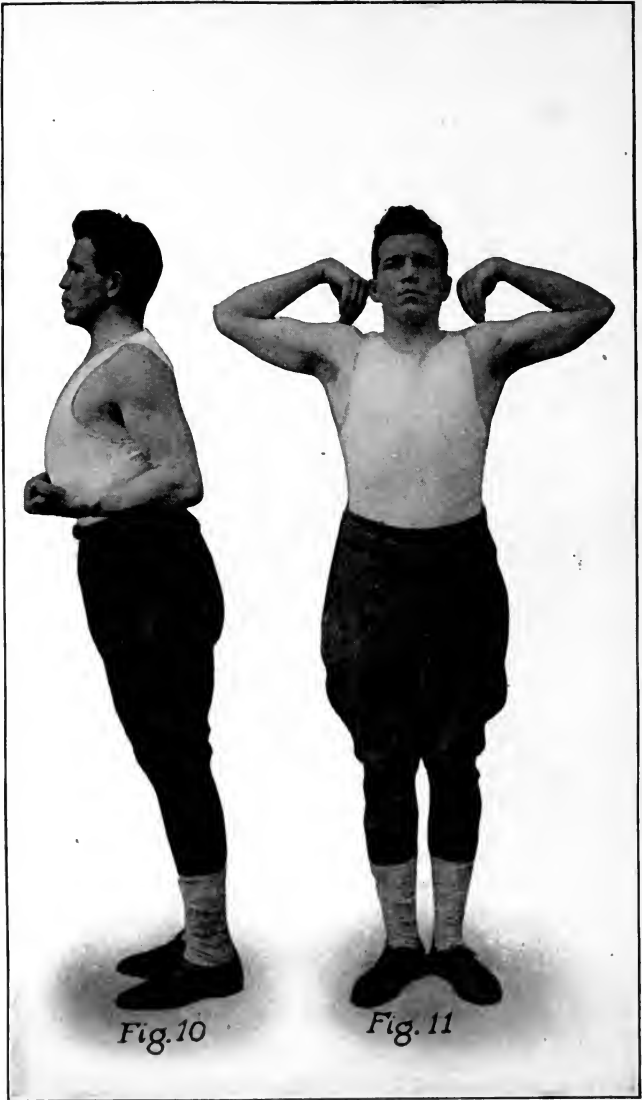
At *raise*, the forearms are flexed and raised to the horizontal, elbows back, hands closed tightly, knuckles down and in the plane of the front of the body; distance between hands the width of chest.

At *down*, recover position of attention smartly.



*Fig. 8*

*Fig. 9*



*Fig. 10*

*Fig. 11*

- (7) 1. Hands on shoulders, 2. PLACE. 3. Arms, 4. DOWN. Fig. 11.

At *place*, the arms, flexed at the elbows, are raised smartly with a lateral motion; wrist flexed and finger tips touching shoulders lightly, upper arms horizontal, elbows back.

At *down*, the arms are lowered quickly with a forward movement.

- (8) 1. Fingers in rear of head, 2. LACE. 3. Arms, 4. DOWN. Fig. 12.

At *lace*, flex and raise the arms laterally as in 7, lacing the fingers in rear of the head, elbows up at an angle of 45 degrees, and pressed well back.

At *down*, the arms are lowered directly forward and downward.

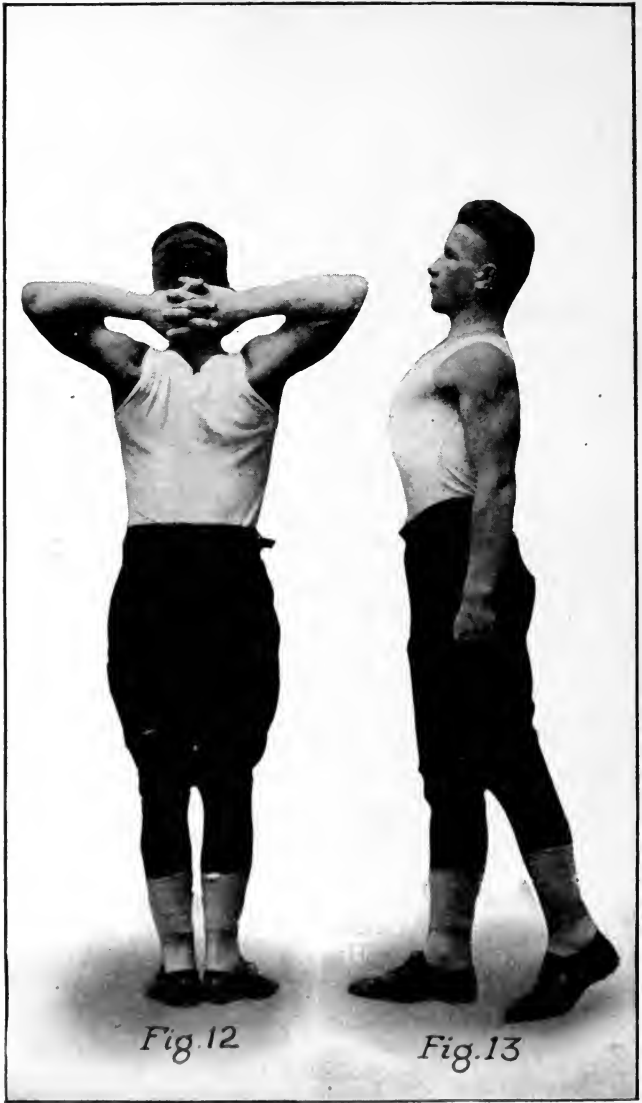
136. These positions should be practiced frequently until they are performed accurately, snappily and precisely. They have been called the "manual of arms" of the physical training drill and hold the same position with respect to their disciplinary value that the rifle manual does in the military drills.

In all of them the position of the trunk, chest and head must not be deranged.

137. For the sake of variety and to develop smartness and snap and precision the men should be caused to go from one of these positions to another. For instance:

1. Arms forward, 2. RAISE. 3. Sideward, 4. MOVE. 5. Upward, 6. RAISE. 7. Hands on shoulders, 8. PLACE. 9. On hips, 10. PLACE. 11. To thrust, 12. MOVE. 13. Arms, 14. DOWN.

The command of execution should fit the movement, thus, all changes in the horizontal plane are



*Fig. 12*

*Fig. 13*

performed at the command *move*; a change from the horizontal to the perpendicular at the command *raise*; from the perpendicular plane to the horizontal at the command *lower* and when the hands come in contact with the body at the command *place*.

138. **Disciplinary Exercises.** These, besides the starting positions, include the facings and the hand salute.

- (1) 1. By the numbers, 2. Right (left), 3. FACE. 4. TWO. Fig. 13.

At *face*, the body is turned to the right (left) on the right (left) heel and the ball of the left (right) foot. In turning the spine is well extended, chest arched and chin up; the left (right) knee is extended, the toes of the rear foot touching the ground lightly.

At *two*, the rear foot is brought up smartly, the heels being brought together with a distinct click.

- (2) 1. By the numbers, 2. About, 3. FACE. 4. TWO. Fig. 14.

At *face*, the ball of the right foot, knee extended, is placed about half a foot-length to the rear and slightly to the left of the left heel. The spine is well extended, chest and chin up.

At *two*, the body is turned about smartly on the heel of the left and the ball of the right foot, without deranging the position of the trunk or head and without allowing the arms to swing.

When the principles of these facings are understood and properly executed they are performed without the numbers.

In order to inculcate smartness the heels should always be brought together with a sharp *click*.

139. *Hand salute.* This is the courtesy that is extended between men of the service. It should be



*Fig. 14*



impressed upon the men that *it is a courtesy*, mandatory upon all grades and not a sign of inferiority. It is also an outward expression of discipline. The salute should always be rendered smartly and snap-pily, with head up and eyes upon the officer saluted. A junior will always salute a senior, maintaining the position of the salute until it is acknowledged.

The distance a salute should be rendered in need never exceed 30 paces.

Whenever in doubt it will be well to err upon the side of courtesy.

At the command :

1. Hand, 2. SALUTE. 3. TWO. Fig. 15.

At *salute*, the right hand, flexed at the elbow, is raised vertically till the finger tip of the index finger is brought in contact with the head dress slightly above and in a direct line with the corner of the right eye. Fingers are extended and joined, the thumb under the index finger; palm to the left, wrist extended in prolongation of the forearm, which is inclined at an angle of about 45 degrees; the upper arm is moved forward about 30 degrees from the body and the elbow is moved out slightly.

140. In saluting a senior on the right or left the head is turned in the direction smartly, the trunk also being turned slightly. Head and trunk are brought to the original position smartly as the hand is being lowered.

For the sake of proper execution the men may be caused to salute to the right and left at command.

1. To the right (left), Hand, 2. SALUTE. 3. TWO.

At these commands the salute will be rendered 45 degrees to the right or left.



*Fig.15a.*



*Fig.15b.*

## SECTION IX

### SETTING-UP EXERCISES FOR RECRUITS

	PARAGRAPH
What the course comprises . . . . .	141-142
Number of times an exercise should be performed . . . . .	143
Progressive difficulty and how obtained . . . . .	144-147
Terminology . . . . .	148
Respiration and its relation to exercise . . . . .	149-151
Lessons . . . . .	152-165

141. **What the Course Comprises.** The course consists of one preliminary and six regular lessons. Each lesson should be thoroughly mastered before an advance lesson is attempted.

It is recommended that one week each be devoted to the preliminary and the first lesson, and two weeks to each of the following five.

142. Nothing should be sacrificed for the sake of making the drill spectacular; the physiological value of every exercise should be brought out fully and the disciplinary value, precision, smartness, activity and unity of action must be insisted upon consistently and persistently.

By doing this instructors will lay the best foundation for the ready and precise acquirement of all other drills.

143. **The Number of Times an Exercise**

**Should Be Performed.** This has not been prescribed, as the number of repetitions any body of men may indulge in with benefit to themselves depends entirely upon the strength, condition and aptitude of the men and upon the efficiency, competence and judgment of the instructor, who will find that he is defeating the purpose of this training if he fails to take these into consideration and does not proceed carefully and progressively both as to the quantity and the quality of the task he is exacting.

144. **Progressive Difficulty and How Obtained.** In general the amount of energy required to perform an exercise may be progressively increased by increased repetitions or increased cadence. When this is done the increased difficulty is derived from increasing the action of the same muscles.

145. Increased difficulty may also be obtained by adding progressively to the radius of action of a movement or by changing the radius in conjunction with the principal movement.

In this case new muscle groups are employed or greater effort is demanded by those already engaged, on account of the wider radius they are caused to cover.

146. Thus in the trunk exercise the part about which the movement takes place is held fixed by the hands in the beginning; when sufficient coördination and control have been developed and these parts can be controlled without the aid of the hands, the radius of the exercise is augmented by assuming certain horizontal or perpendicular positions with the arms.

Finally, difficulty may be added by changing the radius of action from one plane to another, or from one position to another in the same plane, simultaneously with the principal movement.

147. From the beginning the men must be coached to develop proper coördination and sense of rhythm in order that they may be able to move any part of the body independently of the others, or without deranging the position of that part of the body that is not employed.

148. **Terminology.** In order to simplify the course as much as possible technical terms have been avoided and words in every-day use have been substituted, making it unnecessary for the men to memorize a lot of terms that mean nothing to them.

Instructors should confine themselves to the terminology used in this manual; if substitutions are made they should be along the lines of simplification, and not of involution.

All preparatory commands should be sufficiently explanatory to convey what is required understandingly to even those of less than average intelligence.

149. **Respiration and Its Relation to Exercise.** This is important; proper breathing should always be insisted upon; holding the breath or impeding natural respiration should be avoided.

150. Every exercise should, if possible, be accompanied by an uninterrupted act of respiration, the inhalation and exhalation of which depend to a great extent upon the nature of the movement.

Inhalation should accompany those movements that tend to elevate and expand the thorax and ex-

halation those that exert pressure against the chest walls.

151. It is recommended that the men be instructed to arch and elevate the chest in conjunction with every movement that will permit this being done. "Chests up" is even more important than "heads up" as the latter usually results from doing the former.

152. **Preliminary Lesson.** The men having formed as described in Paragraph 132, the instructor will proceed with the first lesson. *put*

### PRELIMINARY LESSON.

#### (A) DISCIPLINARY EXERCISES.

The position of attention (Par. 124) *442*

The position of at ease (Par. 131) *46*

The position of rest (Par. 131) *40*

The facings (Par. 138) *11*

All of these should be explained.

(B) THE STARTING POSITIONS (Par. 135) *53*

(C) SETTING-UP EXERCISES. *68*

#### *First Exercise.*

1. Arms forward, 2. RAISE. 3. Swing arms sideward and forward, 4. EXERCISE. Count two, and perform moderately fast.

The arms, being fully extended, palms down, are swung sideward and to the rear until they are in the plane of the shoulder without deranging the position of the body or head, and back to the front horizontal; chest is elevated with sideward motion.

To discontinue any exercise that is performed rhythmically or in cadence command:

1. HALT, in place of the last count.

At that command the starting position is resumed.

THIS RULE IS GENERAL.

To resume the position of attention, command:

1. Arms, 2. DOWN.

### *Second Exercise.*

1. Hands on hips, 2. PLACE. 3. Rise on toes, 4. EXERCISE. Fig. 16. Count two, with the accent on the first count. Performed moderately fast.

The body, knees fully extended, is brought smartly to the toes; the heels are lowered gently. When the body is raised the chest should be arched and elevated.

Discontinue as in the first lesson.

### *Third Exercise.*

1. Hands on hips, 2. PLACE. 3. Bend neck forward, 4. EXERCISE. Fig. 17. Count two, perform slowly, drawing out the first count.

The chin is drawn in and the neck is bent forward as much as possible, without raising the shoulders or bending at the waist. When the neck is bent the chest is elevated.

Discontinue as before.

### *Fourth Exercise.*

1. Hands on hips, 2. PLACE. 3. Bend neck backward, 4. EXERCISE. Fig. 18. Count two, and perform as in the Third Exercise.

The neck is bent backward at the base as far as possible, elevating the chin as little as possible, and keeping shoulders square; elevate chest on first count.

Discontinue as before.

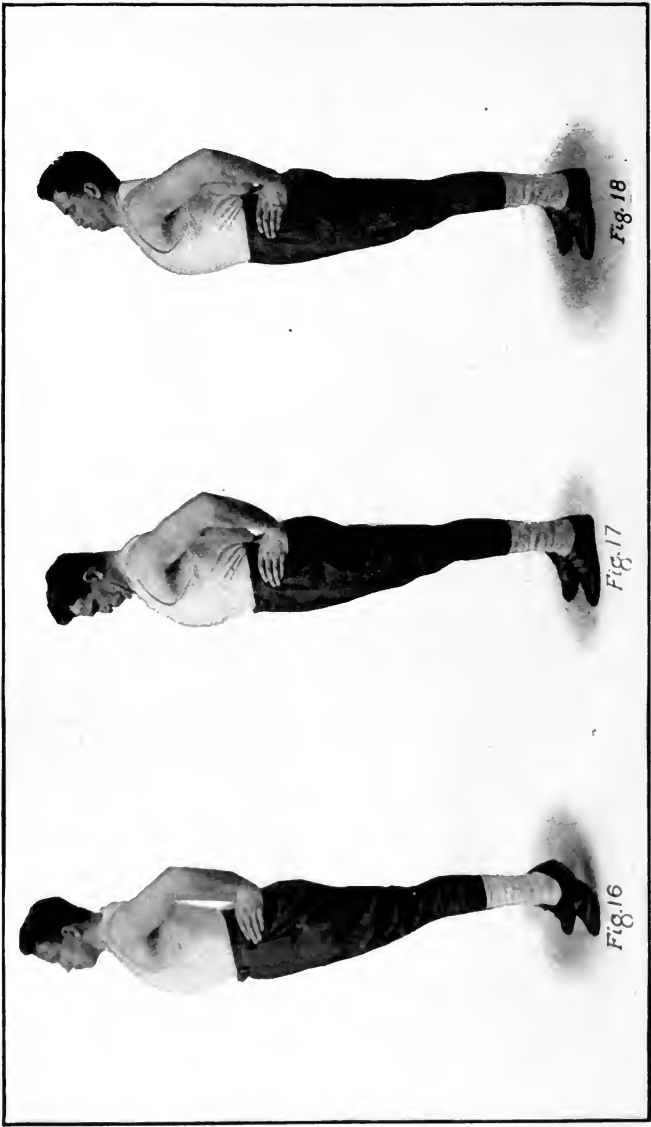


Fig. 18

Fig. 17

Fig. 16





*Fig. 19*



*Fig. 20*

*Fifth Exercise.*

1. Hands on hips, 2. PLACE. 3. Turn trunk to the right (left). Fig. 19. Count two, perform slowly, drawing out the first count.

The trunk should first be stretched upward and the chest elevated, and the trunk turned to the right as far as possible, with hips fixed firmly. The head should not be turned, but move with the trunk.

Discontinue as before.

*Sixth Exercise.*

1. Arms to thrust, 2. RAISE. 3. Half bend knees, slowly, 4. EXERCISE. Fig. 20. Count two, accent on second count.

The heels are raised and the knees bent outward, point of knees over toes, until the legs and thighs form an angle of about 90 degrees. The recovery is moderately fast. Head, trunk and chest erect.

Discontinue as before.

*Seventh Exercise.*

1. Hands on hips, 2. PLACE. 3. Bend trunk forward with back arched, 4. EXERCISE. Fig. 21. Count two, perform slowly, drawing out first count; recover moderately fast.

The trunk is stretched and chest elevated, and the body bent forward as far as possible, the back arched, head remaining fixed.

Discontinue as before.

*Eighth Exercise.*

1. Arms to thrust, 2. RAISE. 3. Move shoulders forward and backward, 4. EXERCISE. Fig. 22. Count two, perform slowly, drawing second count.



*Fig. 21*



*Fig.22*



*Fig.23*

The shoulders are moved forward and stretched back and out until they are square. The chest is elevated and the trunk stretched on the second count.

Discontinue as before.

### *Ninth Exercise.*

1. Hands on hips, 2. PLACE. 3. Bend trunk sideward, right (left), 4. EXERCISE. Fig. 23. Count two, perform slowly, drawing out first count.

The trunk is stretched, chest elevated and the body bent sideward as far as possible at the waist, hips are fixed and perpendicular, the back is arched and the head moves with the trunk.

Discontinue as before.

### *Tenth Exercise.*

1. Arms forward, 2. RAISE. 3. Stretch arms sideward, 4. EXERCISE. Count two, perform first movement slowly and recover smartly.

Stretch the arms sideward, palms up, in the widest possible radius, until they are on a level with and in the plane of the shoulders, stretching the trunk and elevating the chest.

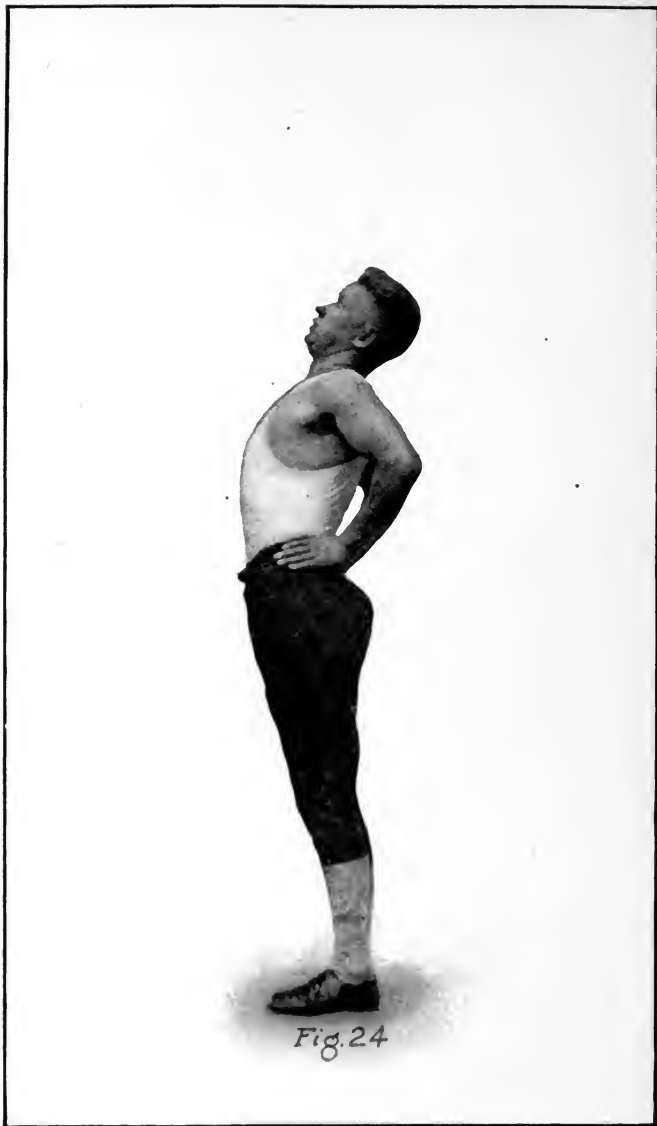
Discontinue as before.

### *Eleventh Exercise.*

1. Hands on hips, 2. PLACE. 3. Bend trunk backward, 4. EXERCISE. Fig. 24. Count two, perform slowly, drawing out first count.

The trunk is stretched, chest elevated and the body bent backward, in the region of the shoulder blades, as far as possible. Hips fixed and perpendicular, abdomen drawn up well, shoulders square and head fixed.

Discontinue as before.



*Fig. 24*

*Twelfth Exercise.*

1. Hands on hips, 2. PLACE. 3. Raise knee to front horizontal, 4. EXERCISE. Fig. 25. Count two, perform slowly but smartly when used as a balancing exercise, but quickly when used as a leg exercise.

The thigh, leg flexed at right angles to it, is brought to the front horizontal smartly, held momentarily and lowered slowly, trunk erect and perpendicular.

Discontinue as before.

*Breathing Exercise.*

1. Raising arms sideward-upward, 2. INHALE. 4. Lowering arms sideward, 5. EXHALE.

At *inhale* the arms are raised laterally with a long inhalation and held in the perpendicular momentarily; at *exhale* the arms are brought down smartly laterally with a forcible exhalation.

Note.—Men should be cautioned to inhale through the nostrils; and exhale through the mouth.

## (D) MARCHING EXERCISES.

1. Explanation of the military gait, carriage and arm swings, etc. (Paragraphs 39-48.)
2. Marching in column in quick time and halting.
3. Same, marking time and half stepping.
4. Marching on toes.

1. On toes, 2. MARCH. 3. Quick time, 4. MARCH.

At *march* the heels are raised from the ground and the leg is swung forward in the full step. At *quick time* the ordinary march is resumed.

In all exercises in marching the hands should be placed on the hips or arms held in the thrust position.

## (E) DOUBLE TIMING EXERCISES.

1. Explanation of the double timing. (Paragraphs 50-58.)



*Fig.25*



2. Marching in quick time and changing to the double and back again to quick time and halting.

## FIRST LESSON

- A. DISCIPLINARY EXERCISES, as in the preliminary lesson.
- B. STARTING POSITIONS, as in the preliminary lesson.
- C. SETTING-UP EXERCISES.

### *First Exercise.*

1. Arms forward, 2. RAISE. 3. Swing arms sideward and downward, 4. EXERCISE. Count four; accent on one; perform moderately fast.

Arms fully extended are swung to the side horizontal (one); back to the front horizontal (two); downward and backward (three); to the front horizontal (four). Palms are down and the chest is elevated at one and three.

### *Second Exercise.*

1. Arms forward, 2. RAISE. 3. Rise on toes, swinging arms upward, 4. EXERCISE. Fig. 26. Count two; accent on one; perform moderately fast.

The body is brought to the toes smartly and the arms swung upward snappily, palms in (one); heels are lowered gently and arms brought to front horizontal (two).

### *Third Exercise.*

1. Hands on hips, 2. PLACE. 3. Turn head, right and left, 4. EXERCISE. Fig. 27. Count four, drawing one and three; recover moderately fast.

Turn the head to the right, chin up and chest elevated, without deranging the shoulders (one); recover (two); the same to the left (three and four).



*Fig. 26*



Fig.27

*Fourth Exercise.*

1. Arms forward, 2. RAISE. 3. Turn trunk, right and left, stretching arms sideward, 4. EXERCISE. Fig. 28. Count four, drawing one and three; recover moderately fast.

The body is turned as in Fig. 19 and the arms are stretched sideward, palms down (one); recover starting position (two); repeat to the left (three and four).

*Fifth Exercise.*

1. Hands on hips, 2. PLACE. 3. Rise on toes and full bend knees, 4. EXERCISE. Fig. 29. Count four, accent on one.

The body is brought to the toes smartly; chest elevated and head erect (one); the knees are separated and bent slowly to the squatting position (two); knees are extended (three); heels lowered (four).

*Sixth Exercise.*

1. Hands on shoulders, 2. PLACE. 3. Bend trunk forward, stretching arms sideward; 4. EXERCISE. Fig. 30. Count two, drawing one; recover slowly.

Bend the trunk forward as in Fig. 18 and stretch arms to the side horizontal, palms down (one); recover starting position (two). Back is arched and chest raised.

*Seventh Exercise.*

1. Arms sideward, hands closed, 2. RAISE. 3. Rotate arms forward, and backward, 4. EXERCISE. Fig. 31. Count two; perform moderately fast.

The arms, hands closed, are rotated forward along their long axis, as far as possible (one); and backward as far as possible (two).



*Fig. 28*



*Fig. 29*



*Fig. 30*



*Fig. 31*



*Eighth Exercise.*

1. Arms forward, 2. RAISE. 3. Bend trunk sideward, stretching arms sideward, 4. EXERCISE. Fig. 32. Count two, drawing one; perform moderately fast.

Bend the trunk as in Fig. 23 and stretch the arms from the front to the side horizontal (one); recover starting position (two). Chest elevated; body stretched; head moves with the body.

*Ninth Exercise.*

From attention:

1. Stretch arms forward, sideward, upward, sideward, forward, and recover, 2. EXERCISE. Count six; perform slowly; recover smartly.

Arms are stretched forward to their fullest extent, palms down (one); sideward, palms up (two); upward, palms in (three); sideward (four); forward (five); recover attention (six).

*Tenth Exercise.*

1. Arms forward, 2. RAISE. 3. Bend trunk backward stretching arms sideward, 4. EXERCISE. Fig. 33. Count two, drawing one; perform slowly.

Bend the trunk as in Fig. 24 and stretch arms to the side horizontal, palms down (one); recover starting position (two).

*Eleventh Exercise.*

1. Hands on hips, 2. PLACE. 3. Extend leg forward and backward, 4. EXERCISE. Figs. 34 and 35. Count four; perform snappily, holding each position momentarily.

Extend the leg and foot forward by a quick contraction of the muscles, toes depressed (one); close heels smartly (two); extend the leg backward the same way (three); close heels (four). Trunk erect; chest and head up.



Fig. 32



*Fig. 33*



*Fig. 34*

*Fig. 35*

*Twelfth Exercise.*

1. Hands on hips, 2. PLACE. 3. Bend knees to the squatting position, placing hands on the ground, 4. EXERCISE. Fig. 36. Count two, accenting both counts; perform smartly, holding position momentarily (one); recover starting position (two).

*Breathing Exercise.*

From attention:

1. Raising arms forward-upward, 2. INHALE. 3. Lowering arms sideward smartly, 4. EXHALE.

(D) MARCHING EXERCISES.

1. Marching in quick time as in the preliminary exercise.

2. 1. Arms to thrust, 2. RAISE. 3. Raising knees forward, 4. MARCH. 5. Quick time, 6. MARCH. The knees are raised to the horizontal, toes depressed.

3. 1. Arms to thrust, 2. RAISE. 3. Thrust arms forward, 4. EXERCISE. 5. Quick time, 6. MARCH.

The arms are thrust forward on the left foot and returned to the starting position on the right foot. This rule is general; every initial movement begins on the left foot.

4. 1. Hands on hips, 2. PLACE. 3. Raising heels, 4. MARCH, 5. Quick time, 6. MARCH. The heels are raised until the leg is horizontal.

(E) DOUBLE TIMING EXERCISES.

1. Double time as in first lesson.

2. 1. Arms to thrust, 2. RAISE. 3. On toes, 4. MARCH, 5. Double time, 6. MARCH. Heels are kept off the ground.

3. 1. Hands on hips, 2. PLACE. 3. Raising heels, 4. MARCH, 5. Double time, 6. MARCH.

(F) RESTORATIVE EXERCISES.

1. Breathing exercise, raising and lowering arms laterally.



*Fig. 36*

## SECOND LESSON

*First Exercise.*

A. DISCIPLINARY EXERCISES.

B. STARTING POSITIONS.

C. SETTING-UP EXERCISES.

1. Hands on shoulders, 2. PLACE. 3. Extend arms forward and swing sideward, 4. EXERCISE. Count four, accenting one and four; perform moderately fast.

The arms are extended forward, palms down (one); swung to the side horizontal (two); to front horizontal (three); recover starting position (four). Chest is elevated with side swing and elbows are brought back smartly with the recovery.

*Second Exercise.*

1. Hands on shoulders, 2. PLACE. 3. Rise on toes, extending arms upward, 4. EXERCISE. Fig. 26. Count two, accenting one; perform snappily.

Rise on toes and extend arms upward, palms in (one); recover starting position (two). The trunk is stretched with the upward movement.

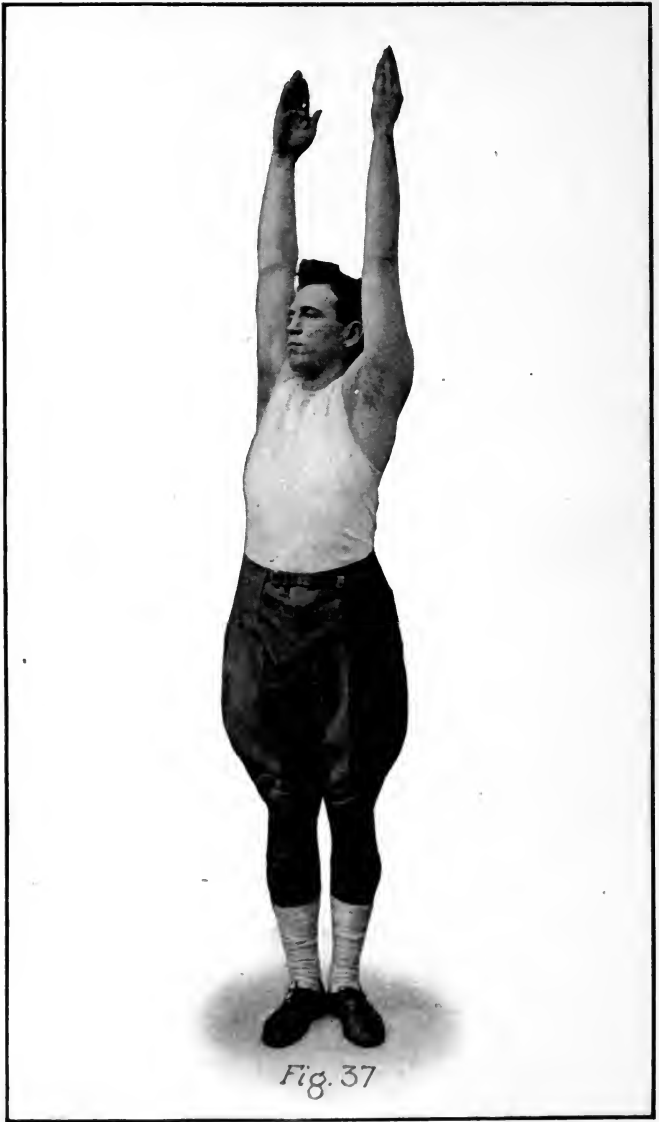
*Third Exercise.*

1. Hands on hips, 2. PLACE. 3. Bend neck forward and backward, and turn head to the right and left, 4. EXERCISE. Figs. 17, 18 and 27. Count eight, drawing all odd counts. Perform as described in the preliminary and first lessons.

*Fourth Exercise.*

1. Arms sideward, 2. RAISE. 3. Turn trunk, right and left, stretching arms upward, 4. EXERCISE. Fig. 37. Count four, drawing one; perform slowly.

Turn the trunk as in Fig. 19 and stretch arms upward, palms in (one); recover starting position (two); repeat to the left (three and four).



*Fig. 37*



*Fifth Exercise.*

1. Arms forward, 2. RAISE. 3. Full bend knees, swinging arms sideward, 4. EXERCISE. Fig. 38. Count two, accenting one and two; perform smartly.

Bend the knees to the squatting position and swing the arms to the side horizontal, palms up (one); recover starting position (two). Chest is elevated with sideward swing; head erect.

*Sixth Exercise.*

1. Fingers in rear of head, 2. LACE. 3. Bend trunk forward, 4. EXERCISE. Fig. 39. Count two, drawing one; recover smartly.

The body is stretched upward from the waist, chest elevated, and then bent forward (one); recover the starting position smartly (two). Elbows remain in the horizontal in the forward movement.

*Seventh Exercise.*

1. Arms to thrust, 2. RAISE. 3. Move shoulders forward, upward, backward and recover, 4. EXERCISE. Count four, drawing all but the last count; recover smartly.

Relax and move shoulders forward (one); raise them in that position (two); force them well back (three); lowered to starting position (four).

*Eighth Exercise.*

1. Arms sideward, 2. RAISE. 3. Bend trunk sideward, right and left, stretching arms upward, 4. EXERCISE. Fig. 40. Count four, drawing one and three; recover smartly.

Bend the body sideward as in Fig. 23, and stretch the arms upward (one); recover starting position (two); repeat to the left (three and four). The trunk is stretched from the waist as the arms are raised.





*Fig. 38*



*Fig. 39*



*Fig. 40*



*Fig. 41*

*Ninth Exercise.*

From attention:

1. Flex forearms vertically and extend arms upward,
2. EXERCISE. Fig. 41. Count four, accenting all counts; perform quickly and snappily.

Flex forearms, palms in (one); extend arms upward (two); return to flexed position (three); recover attention (four).

*Tenth Exercise.*

1. Arms forward, 2. RAISE. 3. Bend trunk backward, raising arms forward-upward, 4. EXERCISE. Fig. 42. Count two, drawing one; perform slowly.

Raise arms forward-upward, turning palms in, and bend the trunk backward (one); recover starting position (two). The trunk and arms should be fully extended; chest up; head moving with the trunk.

*Eleventh Exercise.*

1. Arms forward, 2. RAISE. 3. Extend right and left leg backward, stretching arms sideward, 4. EXERCISE. Fig. 43. Count four, accenting one and three; perform snappily and hold position momentarily; recover quickly.

The leg should remain fully extended, toes depressed, and the arms should be stretched sideward in the plane of the shoulders, palms up. Chest is elevated and back arched with first movement.

*Twelfth Exercise.*

From attention:

1. Bend to squatting position, hands on the ground,
2. BEND. Fig. 36. 3. Extend right and left legs backward, 4. EXERCISE. Fig. 44. Count four, accenting one and three; perform moderately fast.

The leg is extended to the rear smartly (one); recover squatting position (two); repeat with left leg (three and four).

*Breathing Exercise.*

From attention:

1. Stretching arms obliquely sideward-upward, 2. INHALE. 3. Lowering arms to attention smartly, 4. EXHALE.

(D) MARCHING EXERCISES.

1. Repeat marching in quick time, etc., as in the preliminary lesson. 2. Hands on hips, 3. PLACE. 4. Swinging extended leg forward ankle high, 5. MARCH. 6. Quick time, 7. MARCH. Fig. 34. Count two, perform smartly.

The leg, fully extended, toes depressed, is swung forward smartly until the foot is ankle high.

1. Arms forward, 2. RAISE. 3. Swing arms sideward, 4. EXERCISE. 5. Quick time, 6. MARCH. Count two, accenting one; perform smartly, elevating chest with first movement.

(E) JUMPING EXERCISES.

1. Preliminary jumping exercises. Figs. 45 and 46.

Raise arms forward and rise on toes; swing arms downward to the rear and bend knees; swing arms to front horizontal and extend knees quickly to the on-toes position; recover attention smartly.

Repeat, counting four.

2. Repeat the above, jumping in place. Fig. 47.

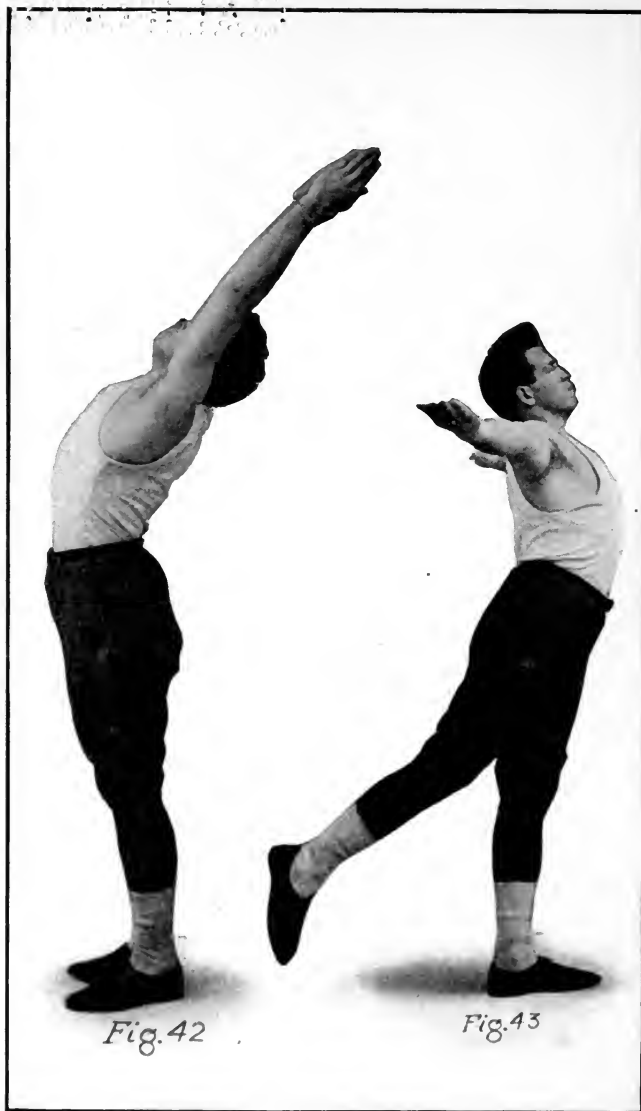
As the feet leave the ground, the toes are closed, legs extended, back arched and head up. In alighting the toes are turned out, knees are bent, and the arms are in the front horizontal (Fig. 45); the recover to the position of attention is performed quickly and smartly.

(F) DOUBLE TIMING EXERCISES.

1. Double time as in the preliminary exercises.
2. Double time, raising knees forward.
3. Swinging extended leg forward.

(G) RESTORATIVE EXERCISES.

1. Breathing exercises, raising arms forward and lowering them laterally.



*Fig.42*

*Fig.43*



PLATE  
LXXIV



*Fig. 44*

*Fig. 36*



Fig. 45



Fig. 46



*Fig. 47*

## THIRD LESSON.

- (A) DISCIPLINARY EXERCISES, as in the other lessons.
- (B) STARTING POSITIONS, as in the other lessons.
- (C) SETTING-UP EXERCISES.

*First Exercise.*

1. Right arm forward-upward, 2. RAISE. 3. Swing right arm downward and left upward and recover, 4. EXERCISE. Fig. 48. Count two, accenting both counts; perform moderately fast. Right arm is swung down and left up (one); left down and right up (two).

The arms must remain fully extended, palms in, and swung as far to the rear as possible without deranging the position of the trunk or head.

*Second Exercise.*

1. Arms to thrust, 2. RAISE. 3. Hopping on toes, 4. EXERCISE. Count two, accenting both counts; perform quickly.

Knees remain extended, the thrust coming from the toes, heels free from the ground. Trunk is extended, chest and head elevated.

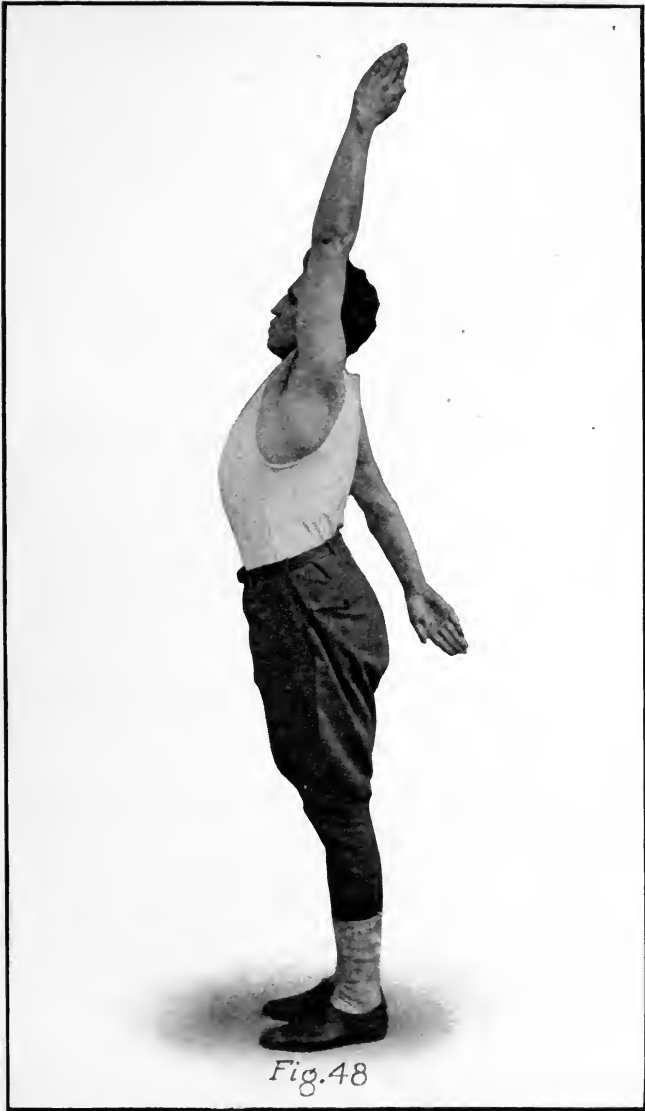
*Third Exercise.*

1. Hands on hips, 2. PLACE. 3. Repeat head turnings and neck bendings.

*Fourth Exercise.*

1. Arms upward, 2. RAISE. 3. Turn trunk right and left, stretching arms to side horizontal, palms down, 4. EXERCISE. Fig. 28. Count four, drawing one and three; recover moderately fast.

Turn the trunk as in Fig. 19, stretching arms fully to side horizontal (one); recover starting position (two); repeat to the left (three and four).



*Fig.48*

*Fifth Exercise.*

1. Arms to thrust, 2. RAISE. 3. Quarter, half and full bend knees, thrusting arms sideward, 4. EXERCISE. Count four, accenting three; perform moderately fast.

Quarter bend knees (one); lower to half bend (two); lower to full bend and thrust arms sideward (three); recover starting position (four). Arms must not be moved until the full bend is taken, then they should be thrust out smartly and returned smartly in the recovery.

*Sixth Exercise.*

1. Arms forward, 2. RAISE. 3. Bend trunk forward, stretching arms sideward, 4. EXERCISE. Fig. 30. Count two, drawing one; perform slowly.

Elevate the chest and bend forward, stretching arms to side horizontal, knuckles up (one); recover starting position (two).

*Seventh Exercise.*

From attention:

1. Flex shoulders forward and stretch them backward, 2. EXERCISE. Fig. 49. Count two, drawing two; perform slowly.

The shoulders are relaxed and moved forward and in, arms rotated inward (one); roll the shoulders back until they are square, rotating arms outward and elevating chest (two).

*Eighth Exercise.*

1. Hands on hips, 2. PLACE. 3. Bend trunk sideward, right and left, extending opposite arm upward, 4. EXERCISE. Fig. 50. Count four, drawing one and three; recover smartly.

Bend trunk, fully stretched from the waist, to the right and extend left arm upward slowly (one); recover starting position (two); repeat to the left (three and four).



FIG. 51



FIG. 50



FIG. 49

*Ninth Exercise.*

From attention:

1. Flex arms horizontally and fling them sideward, 2. EXERCISE. Fig. 51. Count four, accenting one and three; perform quickly and snappily.

The forearms with elbows well up (one); fling them to the side horizontal, palms down (two); recover flexed position (three); and attention (four).

1. Arms sideward, 2. RAISE. 3. Bend trunk backward, stretching arms upward, 4. EXERCISE. Fig. 42. Count two, drawing one; recover slowly.

Chest is raised and trunk stretched upward with the arm movement as the trunk is bent backward.

*Eleventh Exercise.*

From attention:

1. Raise leg and arms forward; swing leg backward and arms sideward and recover in reverse order, 2. EXERCISE. Figs. 52 and 43. Count eight, accenting all counts; perform smartly, holding each position momentarily.

Arms and leg are brought forward smartly (one); leg is swung to the rear and arms sideward (two); recover first position (three); and recover attention (four). Repeat to the left, counting from five to eight. This should be performed smartly and accurately; as the leg is swung back the chest is elevated.

*Twelfth Exercise.*

From attention:

1. Bend to the squatting position, hands on the ground, Fig. 36, 2. BEND. 3. Extend both legs backward to the *leaning rest* and recover the squatting position, 4. EXERCISE. Fig. 53. Count two, accenting one; perform slowly.

Legs are extended backward (one); recover squatting position (two). As the legs are extended backward the head and





*Fig. 42*



*Fig. 43*



*Fig. 52*

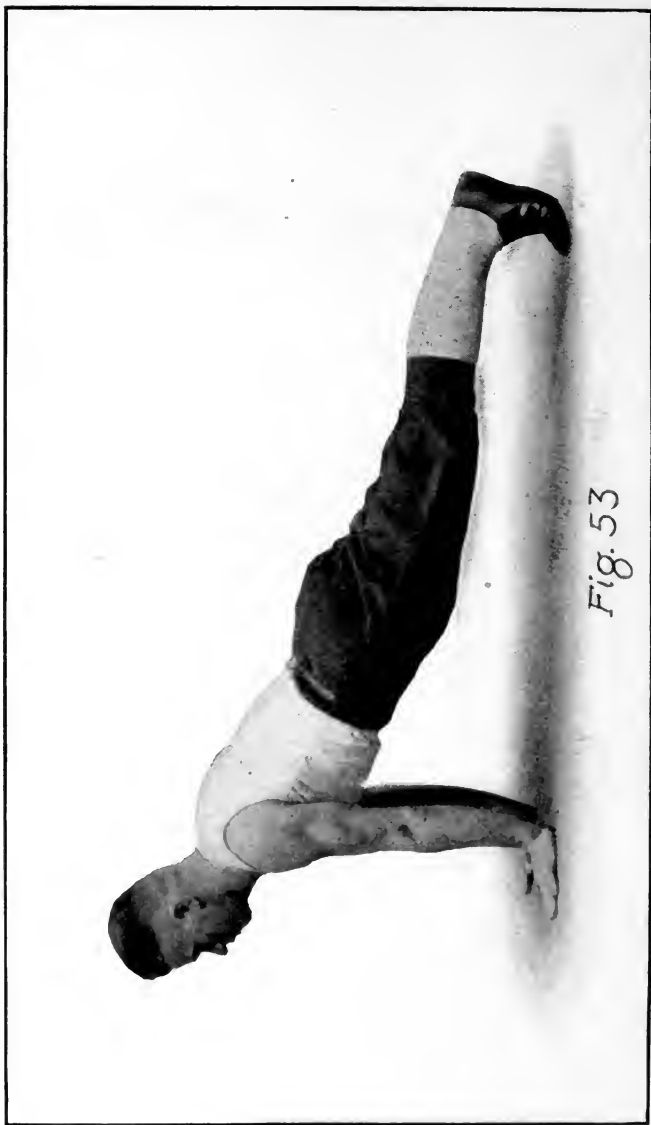


Fig. 53

shoulders should be moved forward over the hands in order to get the support well under the body. Body is kept rigid.

### *Breathing Exercise.*

From attention:

1. Rise on toes, stretching arms forward-upward, 2. INHALE. 3. Lower heels, and arms laterally, 4. EXHALE.

#### (D) MARCHING EXERCISES:

1. Repeat ordinary quick time marching, half stepping and marking time.

2. Swinging extended leg forward, knee high, 2. MARCH. 3. Quick time, 4. MARCH. Count two. The leg is swung forward as in the Second Lesson.

3. Hands on hips, 2. PLACE. 3. Bend trunk forward, 4. EXERCISE. 5. Quick time, 6. MARCH. Count two; perform in slow cadence.

Bend trunk forward as the left foot strikes the ground (one); raise the trunk as the right is planted (two).

#### E. JUMPING EXERCISES.

1. Repeat the exercises in the Second Lesson.

2. Standing broad jump:

1. Ready, 2. JUMP.

At *ready* the arms are brought to the front horizontal and the body is raised on toes; at *jump* the jump is performed and the position of attention is resumed. As it is the intention to teach form and control, these jumps should not be more than about 4 feet.

3. Three successive jumps.

These are to be performed without pausing.

#### F. DOUBLE TIMING EXERCISES.

1. Repeat the exercise of the Second Lesson.

2. Swinging extended leg forward knee high, 2. MARCH. 3. Quick time, 4. MARCH.

3. Crossing legs, 2. MARCH. 3. Quick time, 4. MARCH. Legs are well crossed without deranging the trunk.

## G. RESTORATIVE EXERCISES:

1. Raise and lower knees slowly, muscles relaxed.
2. Breathing exercise.

## H. CONTESTS:

1. Single pole pushing. Par. 185.
2. Cock fight. Par. 189.

## FOURTH LESSON

*First Exercise.*

1. Arms to thrust, 2. RAISE, 3. Thrust arms upward; swing downward, and recover, 4. EXERCISE. Count four, accenting one and four; perform smartly.

Thrust arms upward, knuckles out (one); swing them downward (two); swing them upward (three); recover thrusting position (four). Body must remain stable and erect.

*Second Exercise.*

1. Arms forward, 2. RAISE. 3. Rise on toes, swinging arms downward, 4. EXERCISE. Fig. 54. Count two, accenting one; perform snappily.

Rise on toes and swing arms backward, palms in, elevating chest (one); recover starting position (two).

*Third Exercise.*

1. Hands on hips, 2. PLACE. 1. Repeat neck bendings and head turnings.

*Fourth Exercise.*

1. To side straddle, arms sideward, 2. HOP. 3. Turn trunk right and left, lacing fingers in rear of head, 3. EXERCISE. Fig. 55. Count two, drawing one; recover smartly.

Turn trunk right and lace fingers behind the head (one); recover starting position (two); repeat to the left (three and four). Distance between heels in the straddle is about 30



*Fig. 54*



*Fig.55*

inches. Elbows are up and well pressed back, chest elevated and head up.

To recover the position of attention from the straddle, command:

1. To the position of attention, 2. HOP.

#### *Fifth Exercise.*

1. To the side straddle, hands on hips, 2. HOP. 3. Rise on toes and bend knees slowly, 4. EXERCISE. Fig. 56. Count four, accenting one and four and drawing two and three.

Rise on toes smartly, chest up (one); bend knees as low as possible slowly (two); extend knees slowly (three); lower heels (four).

#### *Sixth Exercise.*

1. Arms forward, 2. RAISE. 3. Bend trunk forward, swinging arms downward and upward, 4. EXERCISE. Fig. 57. Count two, accenting both counts; perform smartly.

Bend trunk forward, swinging arms downward, and upward to the rear as far as possible (one); recover starting position smartly (two).

#### *Seventh Exercise.*

1. Arms to thrust, 2. RAISE. 3. Thrust right arm down, left upward, recover, and reverse. Fig. 58. Count four, accenting one and three; perform quickly and forcibly.

Thrust right down and left up (one); recover thrusting position (two); thrust right up and left down (three); recover thrusting position (four).

#### *Eighth Exercise.*

1. To side straddle, arms sideward, 2. HOP. 3. Bend trunk sideward, right and left, stretching arms upward, 4.



*Fig. 58*



*Fig. 57*



*Fig. 56*



EXERCISE. Fig. 59. Count four, drawing the first and third counts; recover smartly.

Bend trunk right and stretch arms upward (one); recover starting position (two); repeat to the left at (three and four).

*Ninth Exercise.*

From attention:

1. Swing arms, forward, sideward, upward, sideward, forward and downward. Count six, accenting all counts; perform quickly.

Arms are swung forward (one); sideward (two); upward (three); sideward (four); forward (five) and downward (six).

*Tenth Exercise.*

1. Hands on shoulders, 2. PLACE. 3. Bend trunk backward, stretching arms sideward, palms down, 4. EXERCISE. Fig. 33. Count two, drawing one; recover smartly.

Arms are stretched slowly but fully and as the trunk is being bent back.

*Eleventh Exercise.*

From attention:

1. Stride forward left, arms forward; stretch arms sideward and raise right leg backward; recover stride position; and resume position of attention, 2. EXERCISE. Figs. 60 and 43. Count eight, accenting two and six; perform smartly and hold each position momentarily.

Stride, 20 inches, forward left and raise arms forward (one); and raise right leg backward (two); lower right leg and move arms forward (three); recover attention (four); repeat with right stride from (five to eight). Chest elevated, head up, back arched.

*Twelfth Exercise.*

From attention:

1. Leaning rest and recover, 2. EXERCISE. Fig. 53. Count four, accenting all counts; perform smartly.



*Fig. 59*



Fig. 43



Fig. 60

Bend to squatting position, hands on the ground, Fig. 36, (one); extend legs backward to leaning rest (two); recover squatting position (three); recover attention (four).

### *Breathing Exercise.*

From attention:

1. Raise arms sideward, upward, 2. INHALE. 3. Cross arms over head and lower forward smartly, 4. EXHALE.

#### (D) MARCHING EXERCISES.

1. Repeat the last lesson.

2. 1. Swing extended leg forward waist high, 2. MARCH. 3. Quick time, 4. MARCH. Count two, accenting one; perform smartly.

3. 1. Raise knee and extend leg forward, 2. MARCH. 3. Quick time, 4. MARCH. Count six, accenting all counts; perform in slow cadence.

4. 1. Arms to thrust, 2. RAISE. 3. Thrust arms forward and sideward, 4. EXERCISE. Count four, accenting all counts.

#### E. JUMPING EXERCISES.

1. Repeat last lesson.

2. Standing hop and jump.

3. Standing hop, step and jump.

#### F. DOUBLE TIMING EXERCISES.

1. Repeat last lesson.

2. 1. Swing leg backward, 2. MARCH. 3. Quick time, 4. MARCH. The extended leg is raised backward.

3. 1. Galloping on the right, left, foot, 2. MARCH. 3. Double time, 4. MARCH. The right foot is advanced as the left foot is brought up to it.

#### G. RESTORATIVE EXERCISES.

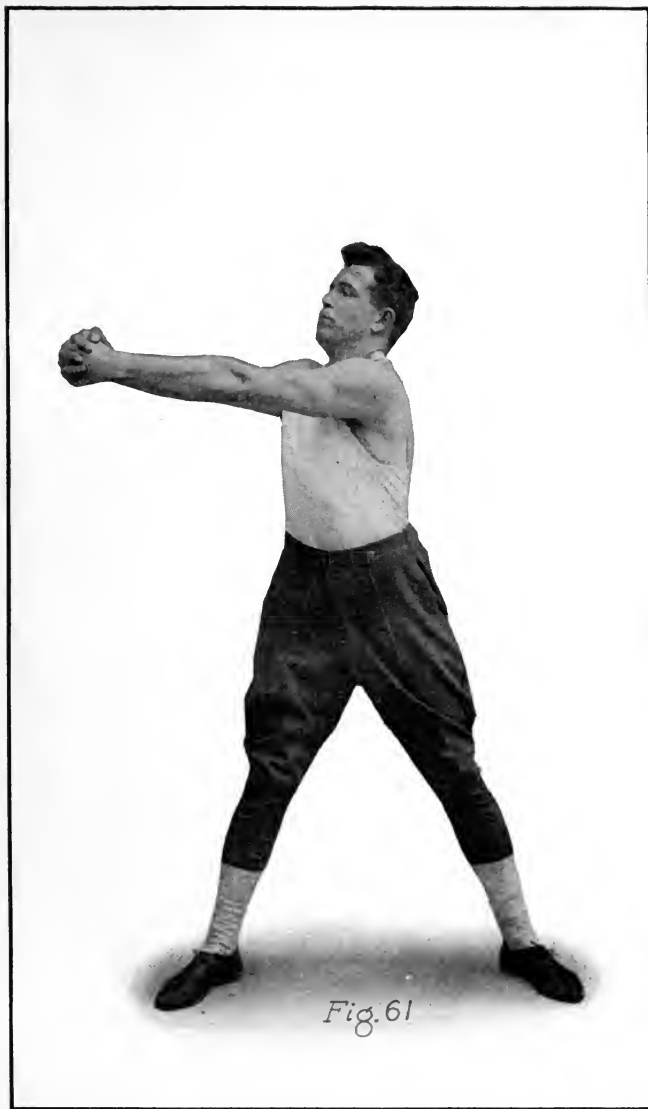
1. Bend trunk forward and backward, leisurely and relaxed.

2. Breathing exercises as above.

#### H. CONTESTS.

1. Double pole pushing. Par. 186.

2. One legged tug. Par. 190.



*Fig. 61*

## FIFTH LESSON.

- (A) DISCIPLINARY EXERCISES, as in the previous lessons.  
 (B) STARTING POSITIONS, as in the previous lessons.  
 (C) SETTING-UP EXERCISES.

*First Exercise.*

1. Arms upward, 2. RAISE. 1. Circle arms inward and outward, 2. EXERCISE. Count four, accenting all counts; perform moderately fast.

Arms, relaxed at shoulders, are crossed over head and swung in a complete circle downward, parallel with front of body, back to the starting position (one); pause in the over-head position (two); they are then swung outward and downward and upward in front of the body, to the starting position (three); pause in the over-head position (four). These circles may also be made continuous in either direction.

*Second Exercise.*

From attention:

1. Hop to the side straddle on toes, swinging arms sideward-upward, and recover, 2. EXERCISE. Count two, accenting both counts; perform quickly.

Legs are separated by hopping to the side straddle on toes, arms swinging upward laterally (one); legs are closed, remaining on toes, and arms are lowered laterally (two).

*Third Exercise.*

1. Hands on hips, 2. PLACE. Repeat the neck exercises.

*Fourth Exercise.*

1. To side straddle, arms forward, fingers laced, 2. HOP. 3. Turn trunk right and left and swing arms sideward, 4. EXERCISE. Fig. 61. Count four, accenting all counts; perform moderately slow.



*Fig. 29*



*Fig. 26*

Turn trunk to the right, forcing the laced hands as far as possible to the right (one); recover starting position (two); repeat to the left (three and four).

Feet remain on ground firmly and the knees remain fully extended; chest and head up. May also be taken in two counts; one right, two left.

#### *Fifth Exercise.*

1. To the squatting position with hands on hips, 2. BEND. 3. Extend knees slowly, stretching arms upward and recover smartly, 4. EXERCISE. Figs. 29 and 26. Count two, drawing the first count.

Extend knees slowly to "on toes" position, stretching arms and trunk upward, palms in (one); recover the squatting position smartly (two).

#### *Sixth Exercise.*

1. To the side straddle, arms upward, 2. HOP. 3. Bend trunk forward, swinging arms between legs, 4. EXERCISE. Fig. 62. Count two, accenting both counts; perform smartly.

Bend trunk forward as far as possible; swinging arms between the legs (one); recover starting position (two).

Knees remain extended rigidly and arms are brought well up in the recovery.

#### *Seventh Exercise.*

1. Arms to thrust, 2. RAISE. 3. Thrust arms forward, sideward, upward and downward, 4. EXERCISE. Count eight, accenting the odd counts; perform snappily.

Thrust arms forward (one); recover (two); thrust sideward (three); recover (four); thrust upward (five); recover (six); thrust downward (seven); recover (eight).

#### *Eighth Exercise.*

1. To side straddle, arms upward, fingers laced, 2. HOP. 3. Bend trunk sideward, right and left, 4. EXERCISE. Fig. 63. Count four, drawing one and three; perform slowly.





*Fig. 62*



*Fig. 63*

Bend trunk sideward right, keeping arms stretched well up, left hand pressing against right (one); recover (two); repeat to the left (three and four). Knees are straight and feet flat on the ground. This may be performed in two counts also; bending to the right at one, to the left at two.

### *Ninth Exercise.*

1. Hands on shoulders, 2. PLACE. 3. Extend right arm upward, and left arm sideward; recover and reverse, 4. EXERCISE. Fig. 64. Count four, accenting one and three; perform smartly.

Extend right upward, palm in, and left arm sideward, palm down (one); recover starting position (two); extend left upward and right sideward (three); recover (four).

### *Tenth Exercise.*

1. Arms forward, 2. RAISE. 3. Bend trunk backward, rotating and stretching arms sideward, 4. EXERCISE. Count two, drawing the first count; recover smartly.

Bend the trunk backward and stretch arms, rotating them slowly, palms up, to the side horizontal (one); recover starting position (two). Trunk should be stretched and chest elevated in first movement.

### *Eleventh Exercise.*

1. Arms forward, 2. RAISE. 3. Lunge forward right and left, swinging arms sideward, 4. EXERCISE. Fig. 65. Count four, accenting all counts; perform smartly.

Lunge forward right and swing arms sideward (one); recover starting position (two); repeat with the left leg (three and four). Chest is elevated; head up.

### *Twelfth Exercise.*

From attention:

1. Leaning rest, bend and extend arms and recover, 2. EXERCISE. Count six, accenting one, two, five and six, and drawing three and four.



*Fig. 64*



*Fig. 65*

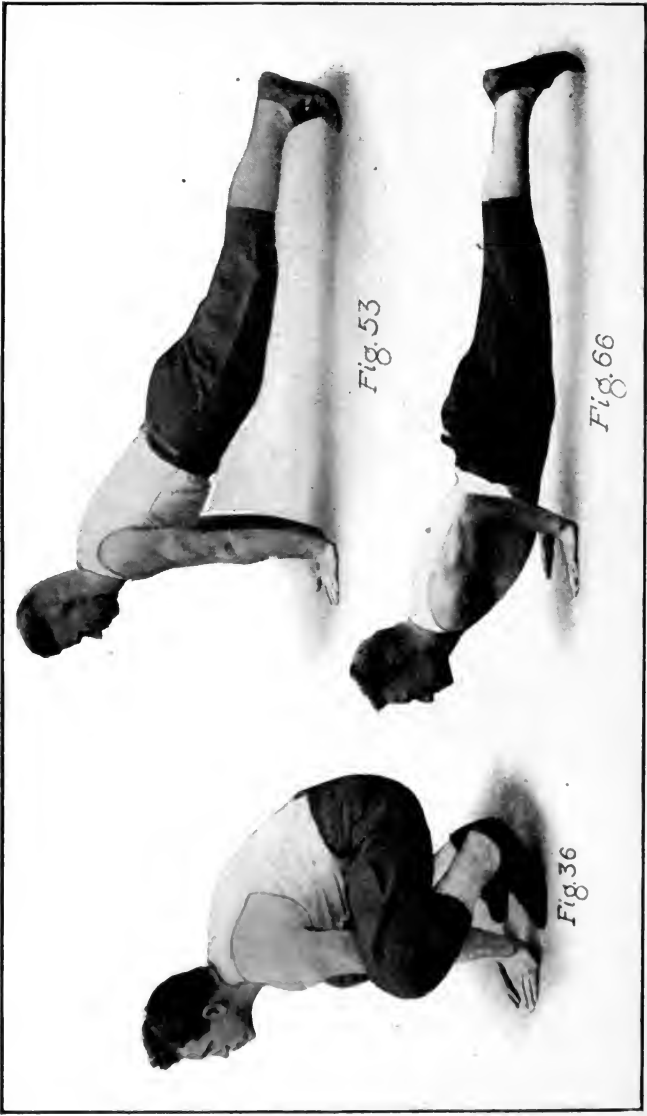


Fig. 36

Fig. 53

Fig. 66

Bend to squatting position, hands on the ground (one) Fig. 36; extend legs backward to leaning rest (two) Fig. 53; bend arms (three) Fig. 66. Extend arms (four); recover squatting position (five); recover position of attention (six).

### *Breathing Exercise.*

From attention:

1. Stretching arms forward, sideward and upward, 2. INHALE. Lower arms sideward, move forward and recover, 3. EXHALE. Count six, drawing all counts but the last; the recovery is smart.

The inhalation and exhalation and the arm movements are performed slowly; only the recovery is smart.

#### D. MARCHING EXERCISES.

1. Repeat last lesson.

2. 1. Raise knees, rising on toes of opposite leg, 2. MARCH. 3. Quick time, 4. MARCH.

3. 1. Hands on hips, 2. PLACE, 3. Bend trunk forward on left foot and extend left arm downward, touching ground, 4. EXERCISE. Fig. 67. Count four; perform in slow cadence.

Step forward with the left foot, bending the knee and body forward and extending left arm downward (one); recover as the right foot is moved forward (two); allow two paces to elapse, counting (three) on the left foot and (four) on the right before repeating the exercise. The recovery must be complete, the chest being elevated and head erected as the trunk is raised.

#### E. JUMPING EXERCISES.

1. Repeat last lesson.

2. Preliminary running broad jump. Walk six paces energetically, take off with the right foot, swinging the arms and left leg forward with the take off and alight on both feet. Repeat, taking off with the left foot.

3. Run forward slowly 12 paces, and take off with the right foot, as described above. Repeat, taking off with the left foot.

As these jumps are practiced for form and not for distance, they should be of moderate length, from 6 to 8 feet.

## F. DOUBLE TIMING EXERCISES.

1. Repeat last lesson.
2. Double time sideward to the left, right leg crossing over in front of the left, 2. MARCH. 3. Double time, 4. MARCH.
3. Same to the right, left crossing over in front of right.

## G. RESTORATIVE EXERCISES.

1. Perform shoulder and trunk movements.
2. Repeat breathing exercises prescribed in this lesson.

## H. CONTESTS.

1. Cane wrestling. Par. 182.
2. Squatting tug. Par. 184.

## SIXTH LESSON.

- (A) DISCIPLINARY EXERCISES, as in previous lessons.
- (B) STARTING POSITIONS, as in previous lessons.
- (C) SETTING-UP EXERCISES.

*First Exercise.*

1. Arms to thrust, 2. RAISE. 3. Thrust arms forward and swing sideward; recover and thrust arms forward and swing downward, 4. EXERCISE. Count eight, accenting all counts; perform smartly.

Thrust arms forward (one); swing sideward (two); swing forward (three); recover thrust position (four); thrust position (five); swing downward (six); swing forward (seven); recover thrust position (eight).

*Second Exercise.*

1. To the side straddle position, 2. HOP. 3. On toes, 4. RISE. 5. HOP. Count two, accenting both counts; perform smartly. The hopping is performed in the straddle position.

*Third Exercise.*

1. Hands on hips, 2. PLACE. 3. Repeat neck bendings and head turnings.

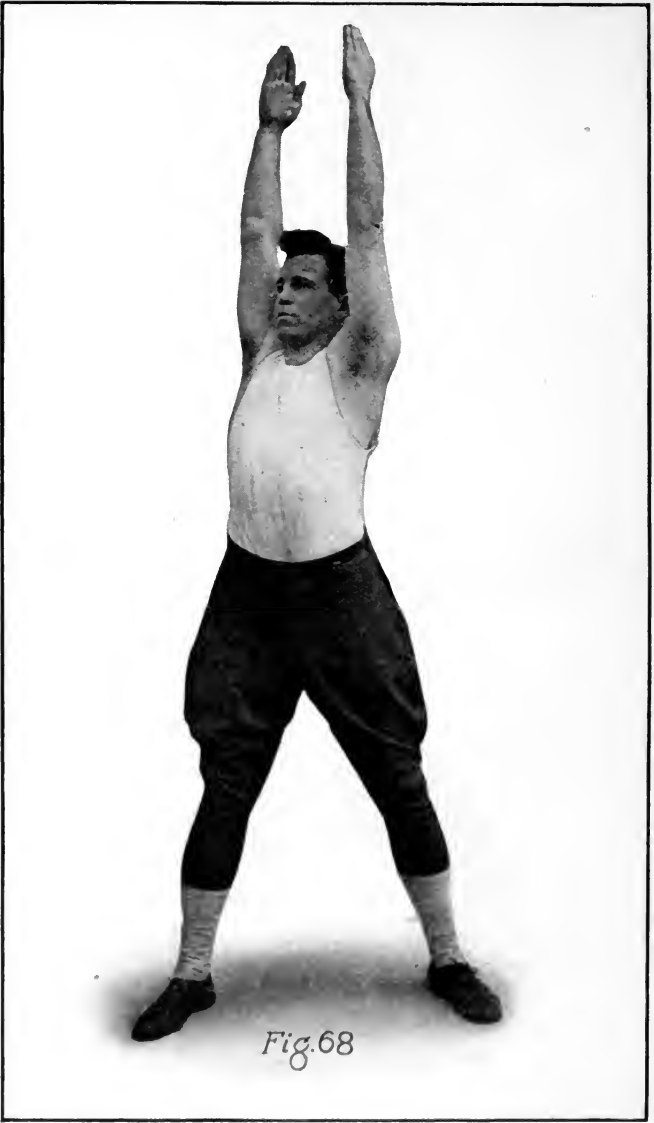




*Fig. 66*



*Fig. 67*



*Fig.68*



*Fig. 69*



*Fig. 70a*

*Fig. 71*

*Fourth Exercise.*

1. To side straddle position, arms sideward, 2. HOP. 3. Turn trunk, right and left, stretching arms upward, 4. EXERCISE. Fig. 68. Count four, drawing out the first count; recover smartly.

Turn trunk right slowly, stretching arms upward slowly, palms in (one); recover starting position (two); repeat to the left (three and four).

*Fifth Exercise.*

1. To the squatting position, arms sideward, knuckles up, 2. BEND. 3. Rock on knees and circumduct arms backward, 4. EXERCISE. Fig. 69. Count two, accenting both counts; perform smartly.

This exercise consists of a series of continuous extensions and flexions of the knee joints accompanied by short *backward* circumduction of the arms. The chest is elevated and the head is erect.

*Sixth Exercise.*

1. To the side straddle position, hands on hips, 2. HOP. 3. Bend trunk forward, extending arms downward; recover starting position, and rise on toes and extend arms upward, 4. EXERCISE. Figs. 70 and 71. Count four, drawing the first and accenting the other three counts.

Bend trunk forward, extending arms downward, finger tips touching ground, palms in (one); recover starting position (two); extend arms upward and rise on toes (three); recover starting position (four).

*Seventh Exercise.*

From attention:

1. Flex shoulders forward, bend trunk backward, stretching arms sideward, palms up; recover in reverse order, 2. EXERCISE. Figs. 49 and 72. Count four, drawing out the first three counts and accenting the fourth.



Fig. 49



Fig. 72

Flex shoulders forward (one); stretch arms to side horizontal, palms up and bend trunk backward (two); resume flexed position (three); recover attention smartly (four). Chest is elevated with sideward stretch.

### *Eighth Exercise.*

1. To the side straddle position, arms sideward, 2. HOP. 3. Bend trunk sideward right and left, stretching opposite arm upward and the other downward to the rear, 4. EXERCISE. Fig. 73. Count four, drawing the first count; recover moderately fast.

Stretch and bend the trunk to the right, stretching the left arm, palm in, up and close to the head; the right arm, palm down, to the rear (one); recover the starting position (two); repeat to the left (three and four). This exercise may also be performed in two counts, bending to the right at one, and to the left at two. Legs remain extended, back is arched and chest and head are up.

### *Ninth Exercise.*

From attention:

1. Flex forearms vertically; raise elbow to horizontal flexed position; fling arms sideward and recover in reverse order, 2. EXERCISE. Figs. 43 and 51. Count six, accenting all counts; perform snappily.

Flex forearms vertically (one); raise elbows smartly to horizontal flexed position (two); fling arms sideward, palms down, (three); resume the second pose (five); recover attention (six).

### *Tenth Exercise.*

1. Arms forward-upward, 2. RAISE. 3. Bend trunk forward, swinging arms downward, Fig. 57, bend trunk backward, swinging arms upward, Fig. 42, 4. EXERCISE. Count two, drawing out both counts; perform moderately slow.

Bend trunk forward, swinging arms downward and upward in the rear (one); swing arms forward and upward and bend trunk backward (two).



Fig. 73



*Eleventh Exercise.*

From attention:

1. Swing extended leg sideward and arms sideward-upward, 2. EXERCISE. Fig. 74. Count four, accenting all counts; perform moderately fast.

Swing right leg sideward, arms swinging upward laterally at the same time (one); recover attention (two); repeat with left leg (three and four). Legs are stiffly extended and elevated as high as possible; chest and head up.

*Twelfth Exercise.*

From attention:

1. Leaning rest with legs straddled; bend and extend arms and recover, 2. EXERCISE. Count six, accenting one and two and five and six, and drawing out three and four.

Bend to squatting position, Fig. 36 (one); extend straddled legs backward to leaning rest (two); bend arms, Fig. 66 (three); extend arms (four); recover squatting position (five); recover attention (six).

*Breathing Exercise.*

1. Stretching arms forward, sideward and upward, rising to toes, 2. INHALE. Lower arms sideward, move forward and recover attention smartly, 3. EXHALE.

## D. MARCHING EXERCISES.

1. Repeat last lesson.

2. 1. Hands on hips, 2. PLACE. 3. Bend trunk forward and extend arms downward on left foot, Fig. 75; recover hands on hips; extend arms upward, rising on toes, 4. MARCH. 5. Quick time, 6. MARCH. Count four; perform in slow cadence.

Bend trunk forward and extend arms downward as left foot is planted (one); raise trunk and place hands on hips as right foot is planted (two); extend arms upward, rising on toes as left foot is planted (three); and recover starting position (four).



*Fig. 74*



Fig. 42



Fig. 74



Fig. 36

3. 1. Arms sideward, palms up, 2. RAISE. 3. Circumduct arms backward on left foot, 4. EXERCISE. 5. Quick time, 6. MARCH. Count, accenting both counts.

The arms are circumducted backward in a 12 inch circle on the left foot; pause on the right foot. This exercise may also be made continuous. Circle arms on both the right and left foot. Arms must be in the plane of the shoulders.

#### E. JUMPING EXERCISES.

1. Repeat last lesson.
2. Hop, step and jump from a walking start.
3. Same, from a running start.
4. Running broad jump for distance.

#### F. DOUBLE TIMING EXERCISES.

1. Repeat last lesson.
2. Raising knees, or heels, or swinging leg forward.
3. Double time with jumping stride.

The stride is lengthened and the body thrust from the ground as high as possible.

#### G. RESTORATIVE EXERCISES.

1. Slow, relaxed arm raisings laterally.
2. Repeat breathing exercises of this lesson.

#### H. CONTESTS.

1. Leg wrestling. Par. 193.
2. Tug Royal. Par. 192.



*Fig. 75*

## SECTION X

### TRAINING OF THE TRAINED SOLDIER

	PARAGRAPH
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Composition of lessons . . . . .	160
Instructors cautioned to make course at- tractive . . . . .	161
Trained soldiers' conditioning course . .	162
Recreational activities . . . . .	163
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159. **How the Course Differs from the Recruit Course.** This course differs from the recruit course in that it is less for the purpose of instruction but more for the purpose of keeping the already trained man fit and prepared for any emergency.

As the trained soldier is kept constantly engaged in more or less strenuous military drills and as he is also in such physical condition that he can indulge in the more strenuous and intensive forms of bodily activities with benefit to himself, the time devoted to this training may be reduced materially in his case.

160. **Composition and Number of Lessons.** Two lessons for the trained soldier are given here. They are to serve as examples to instructors who

may at their discretion substitute others, so long as they adhere to the general principles, both military and physiological, laid down in this manual.

The amount and degree of the work must be fitted to the capabilities of the men and the time allotted to this training.

**161. Instructors Cautioned to Make Drills Interesting.** As a rule it is very much more difficult to maintain the requisite amount of enthusiasm amongst the trained men than it is amongst recruits. Instructors are therefore cautioned to avoid everything that is likely to detract from the spirit and enthusiasm of the training.

The drill must be made interesting so that the men enter into it eagerly. This will not result, however, if work required of them is not varied enough to engage the mind as well as the body.

To attempt to get results by means of the same exercises constantly repeated is impossible with the American soldier. Being an intelligent, thinking individual, he demands to be treated as such. He will not respond unless the work appeals to his intelligence.

Monotonous drills become mere mechanical drudgery; they are worse than useless, as they benefit the men but little physically, and detract seriously from their discipline.

**162. The Trained Soldiers' Conditioning Course.** The value of the setting-up exercises in the trained soldiers' training is chiefly disciplinary, suppling and coördinating, for which from 20 to 30 minutes per day is sufficient.

The chief object in the conditioning course

should be to properly prepare the men for the hardships of field service. For this reason the major part of the time set apart for this training should be devoted to running, jumping, without equipment in the beginning, but with a gradually increasing amount of equipment as they become hardened and fit, and to the rifle exercises and bayonet training.

The morning period should be devoted to about twenty minutes of strenuous setting-up exercises.

The afternoon period should embrace the various forms of conditioning activities; double timing, jumping, obstacle course, rifle exercises, and bayonet training.

163. **Recreational Activities.** These must be voluntary to be truly recreational. The men should be permitted to choose the activity they prefer to indulge in, but all men should be induced to engage in some form of activity.

164. **Example Lessons for Trained Soldiers.**

*First Lesson.*

- (A) STARTING POSITIONS, as in recruit instructions.
- (B) SETTING-UP EXERCISES.

*First Exercise.*

1. Arms to thrust, 2. RAISE. 3. Thrust arms forward (one) swing downward (two); swing forward; (three); recover thrust position (four), 4. EXERCISE. Accent all counts and perform smartly.

*Second Exercise.*

From attention:

1. Flex forearms horizontally (one), Fig. 51; fling arms sideward and rise on toes (two); recover flexed





*Fig. 51*

position (three); recover attention (four), 2. EXERCISE.

*Third Exercise.*

1. Hands on hips, 2. PLACE. 3. Bend neck forward (one); recover (two); bend neck backward (three); recover (four); turn head right (five); recover (six); turn left (seven); recover (eight), 4. EXERCISE.

Perform initial movements slowly; recoveries moderately fast.

*Fourth Exercise.*

1. To side straddle position, arms sideward, 2. HOP. 3. Turn trunk to the right, stretching arms upward and rising on toes (one); recover starting position (two); same to the left (three and four).

Perform initial movement slowly and recover smartly.

*Fifth Exercise.*

1. Arms to thrust, 2. RAISE. 3. Bend knees to squatting position, thrusting arms forward (one); in the squatting position, swing arms sideward (two); swing arms forward (three); recover starting position (four), 4. EXERCISE.

Perform smartly.

*Sixth Exercise.*

1. To side straddle, arms sideward, 2. HOP. 3. Bend trunk sideward right, stretching left arm up and right arm down, Fig. 73 (one); recover starting position (two); repeat to the left (three and four).

*Seventh Exercise.*

From attention:

1. Flex forearms vertically (one); extend arms upward and hop (two); flex arms (three); recover attention (four), 2. EXERCISE.

Accent the second and third counts.



Fig. 43.



Fig. 52

*Eighth Exercise.*

1. To the side straddle, hands on hips, 2. HOP. 3. Bend trunk forward, extend arms downward (one); Fig. 70, recover starting position (two); extend arms upward, body on toes (three); Fig. 71, recover starting position (four), 4. EXERCISE.

Perform smartly.

*Ninth Exercise.*

From attention:

1. Raise arms to front horizontal and extend leg forward, Fig. 52 (one); swing arms sideward, palms up, and extend leg backward (two); Fig. 43, recover initial position (three); and position of attention (four), 2. EXERCISE.

Perform smartly, holding each position momentarily.

*Tenth Exercise.*

1. Arms forward, 2. RAISE. 3. Bend trunk backward, stretching arms forward and upward, Fig. 42 (one); recover starting position (two), 4. EXERCISE.

*Eleventh Exercise.*

1. Arms to thrust, 2. RAISE. 3. Move shoulders forward, Fig. 22 (one); raise shoulders (two); force them back (three); recover (four), 4. EXERCISE.

Perform slowly.

*Twelfth Exercise.*

From attention:

1. Bend knees to squatting position, Fig. 36 (one); extend legs to leaning rest, Fig. 53 (two); bend arms, Fig. 66 (three); extend arms (four); recover squatting position (five) and attention (six), 4. EXERCISE.

All except arms movements should be performed smartly.

*Breathing Exercise.*

From attention:

1. Stretch arms forward, sideward and upward, 2. INHALE. Lower arms in reverse order, 2. EXHALE.

## SECOND LESSON

(A) STARTING POSITIONS.

(B) SETTING-UP EXERCISES.

*First Exercise.*

From attention:

1. Swing arms forward (one); sideward (two); upward (three); sideward (four); forward (five); recover attention (six), 2. EXERCISE.

Perform quickly.

*Second Exercise.*

1. Hands on shoulders, 2. PLACE. 3. Rise on toes, extending arms upward (one); recover (two); perform smartly and quickly, 4. EXERCISE.

*Third Exercise.*

1. Hands on hips, 2. PLACE. 3. Repeat neck bendings and turnings.

*Fourth Exercise.*

1. To the side straddle position, arms forward, fingers laced, 2. HOP. 3. Turn trunk to the right and left and swing arms sideward, fingers remaining laced; to the right (one); left at (two). Fig. 61.

Perform briskly.

*Fifth Exercise.*

1. To the squatting position, arms sideward, palms up, 2. BEND. Fig. 69. 3. Rock on knees and circumduct arms backward.



Fig. 61



Fig. 69



Fig. 73

*Sixth Exercise.*

1. To the side straddle position, arms sideward, 2. HOP. 3. Bend trunk sideward, right, swinging left arm upward, and right to the rear, Fig. 73 (one); bend to the left, swinging right arm up and left to the rear (two), 4. EXERCISE.

Perform slowly.

*Seventh Exercise.*

1. Arms to thrust, 2. RAISE. 3. Thrust arms forward (one); sideward (three); upward (five); and downward (seven); recovering thrust position at *two, four, six* and *eight*, 4. EXERCISE.

Perform briskly.

*Eighth Exercise.*

1. To the side straddle position, arms upward, 2. HOP. 3. Bend trunk forward, swinging arms downward, between legs, Fig. 62 (one); swing arms upward and bend trunk backward (two), 4. EXERCISE.

Perform moderately fast.

*Ninth Exercise.*

1. Hands on hips, 2. PLACE. 3. Swing right leg forward horizontally and extend right arm forward, Fig. 76 (one); recover (two); left leg and left arm forward (three); recover (four), 4. EXERCISE.

Perform briskly.

*Tenth Exercise.*

1. Arms forward, 2. RAISE. 3. Lunge forward right, swinging arms sideward, Fig. 65 (one); recover (two); same with left (three and four), 4. EXERCISE.

*Eleventh Exercise.*

From attention:

1. Flex shoulders forward, Fig. 49 (one); roll shoulders backward (two); recover attention (three), 2. EXERCISE.



Fig. 62



Fig. 76



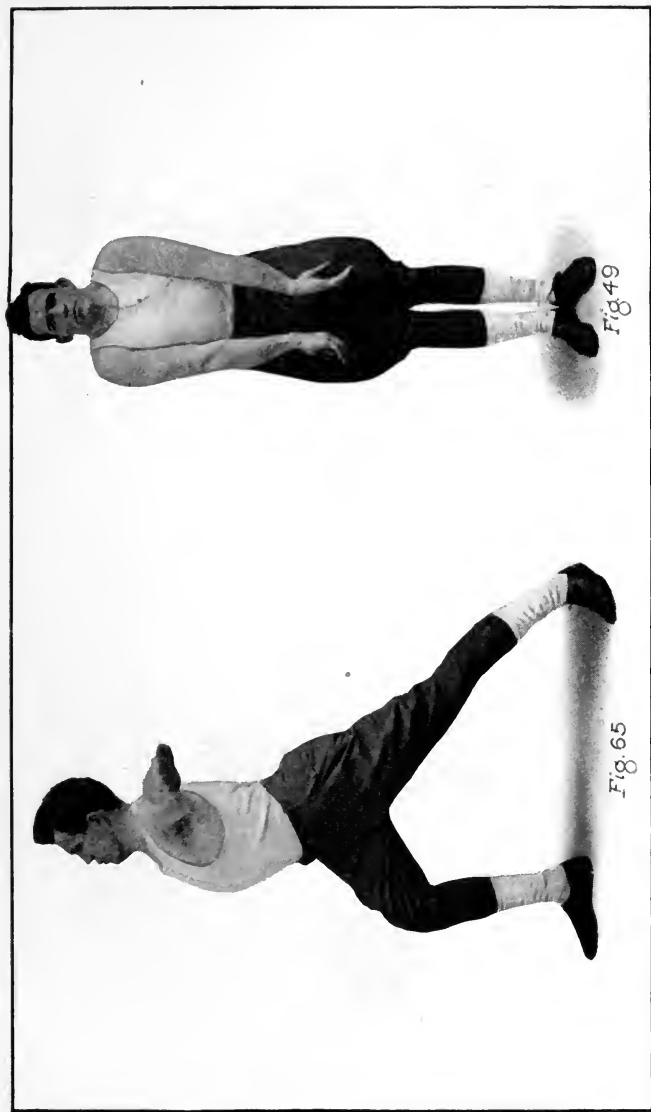


Fig. 49

Fig. 65

*Twelfth Exercise.*

1. To the squatting position, hands on the ground, 2. BEND, Fig. 36. 3. Extend legs to side straddle position, Fig. 77 (one); recover squatting position (two).  
Perform slowly.

*Breathing Exercise.*

With arm stretchings as in the First Lesson.



*Fig. 36*



*Fig. 77*

## SECTION XI

### RIFLE EXERCISES

	PARAGRAPH
Object of rifle exercises . . . . .	166-167
Starting position . . . . .	168
Exercises . . . . .	169

166. **The Object of the Rifle Exercises** is to develop the muscles of the arms, shoulders and back so the men become accustomed to the weight of the piece and learn to wield it with that "handiness" so essential to its successful use in firing, bayonet training and in the manual of arms.

When these exercises are combined with movements of the various other parts of the body, they serve as a very efficient, though a rather strenuous, method of all around development.

167. As the weight of the piece is considerable, instructors are cautioned to be reasonable in their demands, particularly when handling new recruits.

During recruit instruction it is therefore recommended that only those exercises described here be practiced.

168. **Starting Position.** All the exercises start from the following position, Fig. 78:

The piece is held in the low extended arm horizontal, the right hand grasping the small of the stock and the left hand the barrel just below the upper hand. The knuckles are turned



*Fig. 78*

to the front and the distance between the hands is slightly greater than the width of the shoulders. This position is assumed at the command:

1. RIFLE EXERCISE. 2. To the starting position, 3. RAISE.

Being at an order, the piece is brought to the position of port arms smartly and then lowered to the low horizontal position described above.

To resume the position of attention, command:

1. Order, 2. ARMS.

The position of port arms is assumed and the piece brought to the order from that position.

*First Exercise.*

1. Raise piece to front extended arm horizontal, 2. EXERCISE. Fig. 79. Count two.

The piece is brought to the front horizontal, arms straight, knuckles up (one); recover starting position (two).

*Second Exercise.*

169. Exercises.

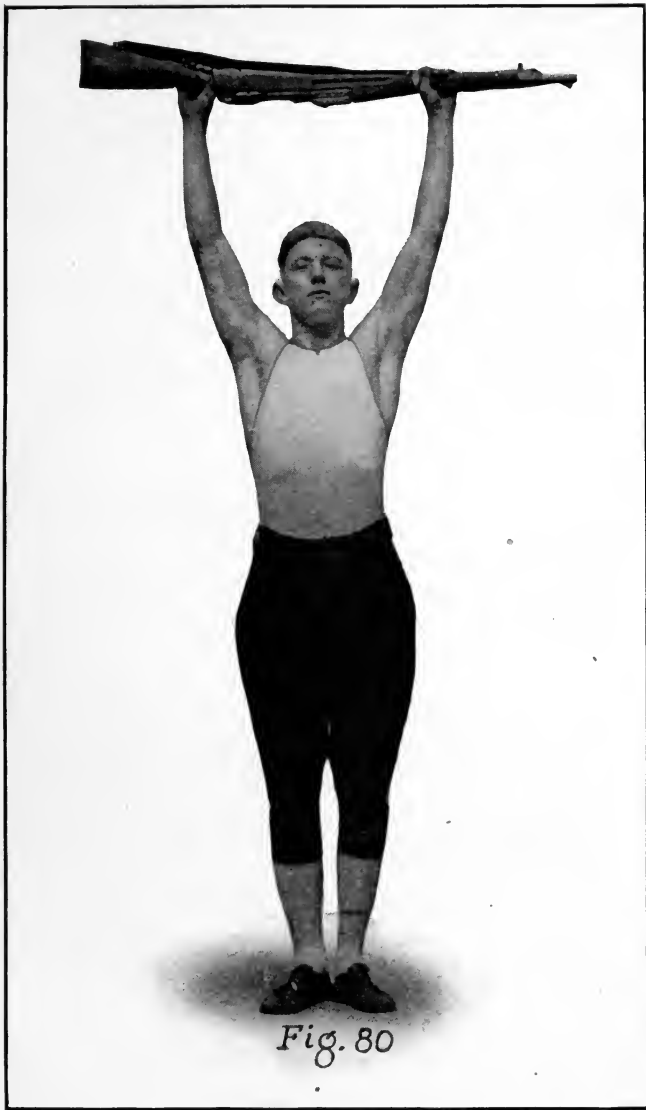
1. Raise piece to high extended arm horizontal, 2. EXERCISE. Fig. 80. Count two.

The piece is raised over-head, arms extended (one); recover starting position (two).

*Third Exercise.*

1. Raise piece to right and left side horizontal, 2. EXERCISE. Fig. 81. Count two.

The piece is raised to the right side horizontal, right arm extended, left arm bent (one); recover starting position (two); repeat to the left (three and four).



*Fig. 80*

*Fourth Exercise.*

1. Raise piece to front perpendicular, right (left) hand up, 2. EXERCISE. Fig. 82. Count two.

The piece is brought to the front perpendicular, right hand up, arms extended (one); recover starting position (two); repeat with left hand up (three and four).

*Fifth Exercise.*

1. Raise piece to front bent arm horizontal, waist high, 2. EXERCISE. Count two.

The forearms are flexed until the piece is horizontal and close to the body fore-arms horizontal, (one); recover starting position (two). Perform smartly.

*Sixth Exercise.*

1. Raise piece to front bent arm horizontal, shoulder high, 2. EXERCISE. Fig. 83. Count two.

The piece is raised as in the Fifth Exercise to the height of the shoulders (one); recover starting position (two).

*Seventh Exercise.*

1. Raise piece to rear bent arm horizontal, on shoulders, 2. EXERCISE. Fig. 84. Count two.

The piece is raised overhead with extended arms and lowered to the shoulders (one); recover the starting position by extending the piece overhead and lowering it forward.

*Eighth Exercise.*

1. Raise piece to right and left high side perpendicular, right (left) arm up, 2. EXERCISE. Fig. 85. Count four.

The piece is raised to the high side perpendicular on the right, right arm up, left arm across body (one); recover starting position (two); repeat on the left with left hand up (three and four).





*Fig. 81*



*Fig. 82*



Fig. 83

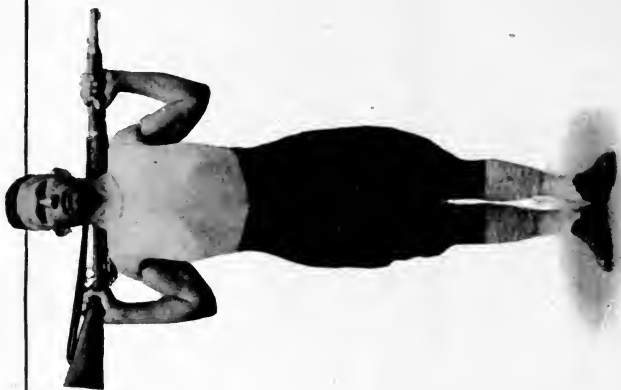


Fig. 84



*Fig. 85*

*Ninth Exercise.*

1. Raise piece to front bent arm horizontal, shoulder high, and extend upward, 2. EXERCISE. Count four.

The piece is brought to the bent arm horizontal at the shoulders (one); extended upward (two); to the shoulders (three); recover starting position (four).

*Tenth Exercise.*

1. Raise piece to front bent arm horizontal, shoulder high, and extend forward, 2. EXERCISE. Figs. 80 and 83. Count four.

Same as in the Tenth Lesson, extending forward.

*Eleventh Exercise.*

1. Raise piece to extended high horizontal and lower to shoulders, 2. EXERCISE. Figs. 83 and 84. Count four.

The piece is brought to the overhead horizontal, arms extended (one); lowered to the shoulders (two); extended overhead (three); recover starting position (four).

*Twelfth Exercise.*

1. Raise piece to front extended arm horizontal and flex to right side horizontal, 2. EXERCISE. Figs. 79 and 81. Count four.

The piece is brought to the front horizontal, arms extended (one); the left arm is flexed and the piece moved to the right side horizontal (two); resume the front horizontal (three); recover starting position (four).

*Thirteenth Exercise.*

1. Raise the piece to right side horizontal, extend to the high extended arm horizontal, lower to the left side horizontal and recover, 2. EXERCISE. Count four.



Fig. 80



Fig. 83

The piece is raised to the right side horizontal (one); to the high horizontal (two); to the left side horizontal (three); recover starting position (four). Repeat to the left, counting from five to eight.

*Fourteenth Exercise.*

1. Raise piece to high extended arm horizontal, 2. RAISE. 3. Swing piece to the right and left, 4. EXERCISE. Count four.

From the high horizontal the piece is swung in a circle, parallel with the front of the body, downward to the right and upward on the left to the starting position (one); pause at (two); repeat, swinging downward on the left and upward on the right at (three and four).



*Fig. 81*



*Fig. 79*

## SECTION XII

### CORRECTIVE EXERCISES

	PARAGRAPH
Minor defects remedied by regular training	170-171
Coöperation with instructor necessary . . . . .	172
Drooping head . . . . .	173
Round and stooped shoulders . . . . .	174
Weak back . . . . .	175
Weak abdominal muscles . . . . .	176
To increase depth and width of chest . . . . .	177
Flat feet . . . . .	178

170. Based upon the theory that if an equal amount of exertion is required of all parts of the body, the weaker ones will increase in strength much more rapidly than the stronger ones will, thus constantly diminishing the difference between the two until the difference ceases to be marked or material, minor physical defects can be readily overcome by the ordinary physical drills, providing those drills be harmonious, that is, if all corresponding parts of the body are employed equally.

171. This is particularly true in the training of younger persons. When defects are of long standing, due to faulty posture, occupation or the result of previous illness, special instruction may be necessary, but this must not interfere with the man's participation in the regular physical drills, unless



it is found that he is unable to participate in them; such cases should be treated specially.

172. To insure success, instructors must endeavor to enlist the coöperation of the men they are treating, for without it little will be accomplished in aggravated cases.

Only the most common physical defects and corresponding corrective exercises are noted here.

173. **Drooping Head.** Exercise the muscles of the neck, by bending, turning and circling the head, muscles moderately tense. See Figs. 17, 18 and 27.

Cultivate the habit of keeping the chin elevated and eyes directed upward.

#### 174. **Round or Stooped Shoulders.**

1. Stretch arms sideward from the front to the side horizontal, turning palms up as the arms move sideward; pause in the side horizontal, stretching the arms well out in the plane of the shoulder. Inhale and elevate the chest with the sideward movement; exhale and relax with the forward movement.

2. Swing arms sideward from the front to the side horizontal, palms down, muscles relaxed.

3. Circle arms upward and backward slowly from the front horizontal and back to that position, muscles moderately tense. Inhale with the upward and exhale with the backward-downward movement.

4. Move shoulders forward, muscles relaxed, then raise them in that position; force them back in that elevated position slowly, with muscles tense, until they are in the proper plane, inhaling at the same time; pause and then relax to the normal position, exhaling at the same time.

#### 175. **Weak Back.**

1. Bend trunk forward, with back arched. Fig. 30.

2. Bend trunk forward, with back arched, stretching arms sideward from the front horizontal. Fig. 30.
3. Bend trunk sideward, without and with arm movements. Figs. 23, 32 and 40.
4. Lie on floor, face down, and raise head and shoulders or the extended leg or legs backward-upward.

### 176. Weak Abdominal Muscles.

1. Bend trunk backward, without and with arm stretchings. Figs. 33, 42 and 72.
2. Turn trunk right and left. Figs. 28 and 42.
3. Lie on floor, face up, raise extended leg or legs to the perpendicular; raise head and shoulders from the floor, or raise trunk to sitting position.

### 177. To Increase Width and Depth of Chest.

1. Arm stretchings upward from front horizontal, muscles moderately tense, elevating the chest and inflating the lungs.
2. Arm stretchings sideward and then upward from front horizontal, elevating and inhaling as in 1.
3. Stretch arms upward and downward laterally from attention, allowing arms, palms to the front, to cross overhead.
4. Circle arms upward and backward from the front horizontal, muscles moderately tense.

178. **Flat Feet.** The following exercises have been recommended by the Medical Corps of the Army for the purpose of developing the muscles of the feet and legs, improving foot disabilities and preparing normal feet for more strenuous duty.

They should be included in the setting-up exercises, and made obligatory with those suffering from flat-footedness and those predisposed to that condition.

1. Stand with feet parallel and rise on the outer borders of the feet, without twisting the legs or bending the knees.

2. With feet parallel, walk on outer borders.

3. Stand with feet parallel, or slightly toed-in, and circumduct hips outward (twist legs), keeping knees straight and the great toes in contact with the ground, heels raised, pressing ankle joints out.

4. Stand with feet parallel; rise on toes; descend, letting only the outer borders of the feet touch the ground; flatten the feet on the ground.

5. With feet parallel, curl toes under feet and relax.

6. Cultivate the habit of standing and walking with feet parallel, and extending knees fully.

## SECTION XIII

### CONTESTS AND GAMES

	PARAGRAPH
The object of these contests . . . . .	179-181
Individual contests . . . . .	182-193
Group contests and games . . . . .	194-208

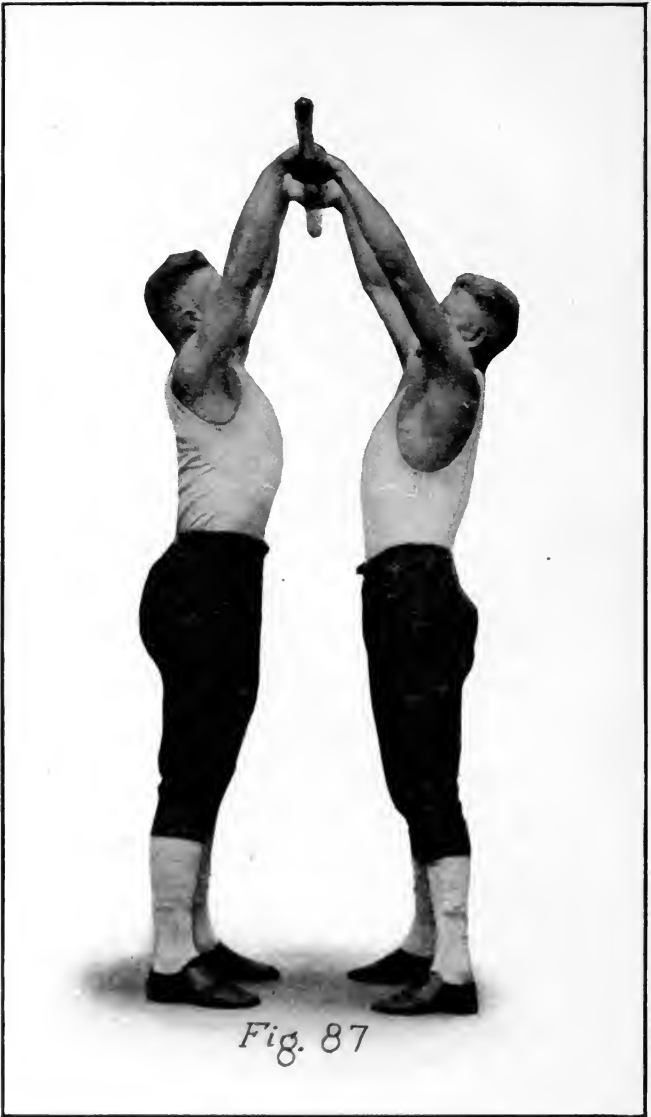
179. In all of the individual contests the men are brought into personal contact; they are personal encounters which, aside from their physical value, bring out and develop aggressiveness, agility, quickness of perception, confidence and morale and do it in a more or less recreational way, thus giving the men an opportunity to relax from the sterner and more serious aspects of their training.

180. In contests in which superiority is determined by skill and dexterity few if any restrictions need be placed upon the efforts of the contestants; in those contests, however, that are determined chiefly by strength and endurance it is well to set the efforts a limit in order to avoid their being drawn out to the point of exhaustion. The men should be paired off according to their weight, agility or strength in order to equalize the chances.

181. Two of these contests should be included in each lesson, except the first two. Contests that require skill and agility should alternate with those requiring strength and endurance.



*Fig. 86*



*Fig. 87*

182. **Cane Wrestling.** Fig. 86. The cane used should be about an inch in diameter, of hard wood, three feet long; the ends to be rounded off.

The contestants grasp one end of the cane with the right hand, knuckles down; the left hand, knuckles up, grasps it close to the opponent's right hand.

The object is to wrest the cane from the opponent by twisting it out of his hands. The loss of grip with either hand terminates the bout. This contest brings about all the muscles of the body into play, but principally those of the shoulders, arms, upper back and chest.

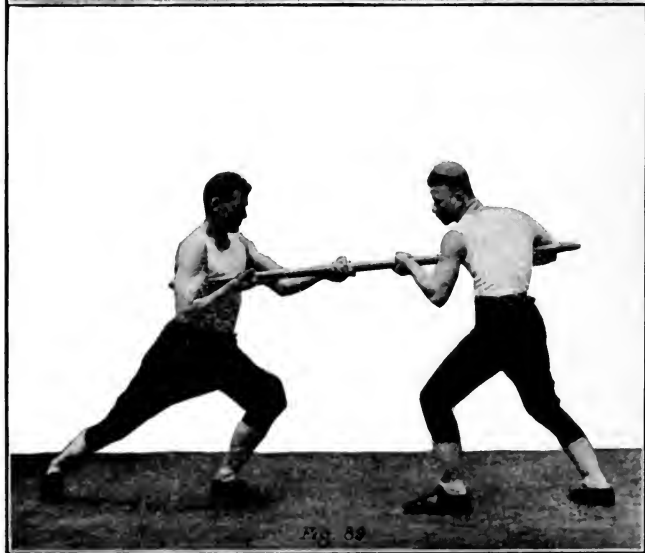
183. **Pole Twisting.** Fig. 87. The contestants grasp a short pole, about four feet long and two inches in diameter, with both hands, knuckles up, right hand outside the opponent's left, with arms extended overhead. The object is to make the pole revolve in the opponent's hand by forcing it down.

The muscles of the forearms, shoulders, chest and upper back and abdomen are employed in this contest.

184. **Squatting Tug.** Fig. 88. Contestants sit on the ground facing each other, legs extended, soles of feet in contact, and grasp a pole, such as is used in the pole twisting, in their hands, knuckles up, right hands outside.

The object is to pull the opponent to his feet. Arm, shoulder, chest, back, abdominal and leg muscles are used in this contest.

185. **Single Pole Pushing.** Fig. 89. The contestants grasp a pole about six feet long and two inches in diameter, with both hands; the end of the





pole is under the right arm and shoulder; and brace themselves.

The object is to push the opponent backward. This contest should be practiced with the right and left foot forward.

The extensor muscles of the legs and all of the trunk and arm muscles are employed.

186. **Double Pole Pushing.** Fig. 90. This contest is similar to the single pole pushing except that two poles are used instead of one.

187. **Individual Tug-of-War.** Fig. 91. The contestants face each other, each holding the end of an eight foot, half inch rope in both hands, feet separated, left foot in front.

At "Go" they turn about, raising the rope over the left shoulder and endeavor to pull the opponent away with them.

This should be practiced with either foot and hand forward.

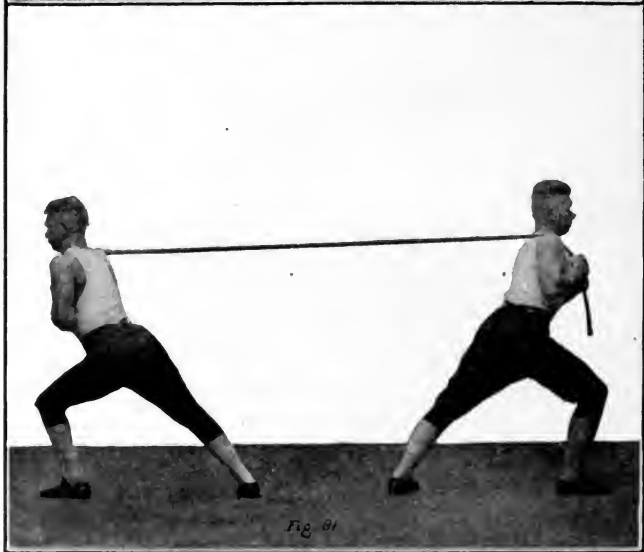
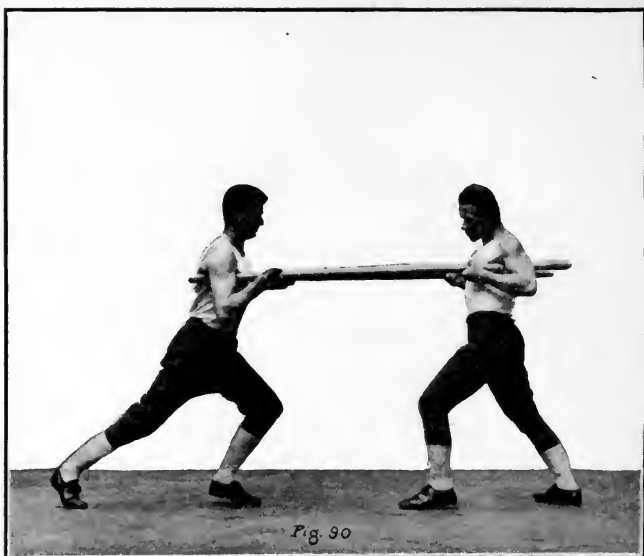
Most of the muscles of the arms and trunk and the extensor muscles of the legs are brought into action.

188. **One Arm Wrestle.** Fig. 92. The contestants face each other, grasping right hands, feet separated, right foot forward, with the outside borders of the right feet in contact.

The object is to endeavor to make the opponent raise his rear foot or change the one in front, by pulling, twisting or pushing his right arm.

This should be practiced with either foot and hand.

The muscles of the right arm and side and the leg muscles are brought into action.



189. **The "Cock Fight."** Fig. 93. Contestants hop on one foot, arms folded tightly over the chest.

The object is to make the opponent change from one foot to the other, or bring both feet in contact with the ground, by butting him with the fleshy part of the shoulder. This should be practiced with either foot.

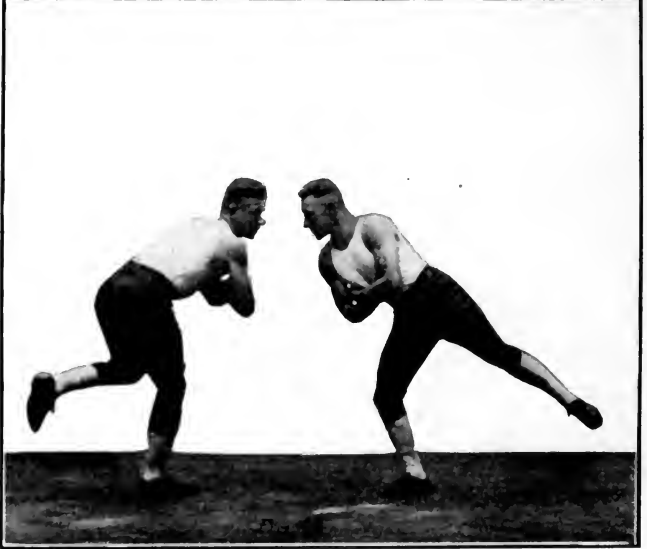
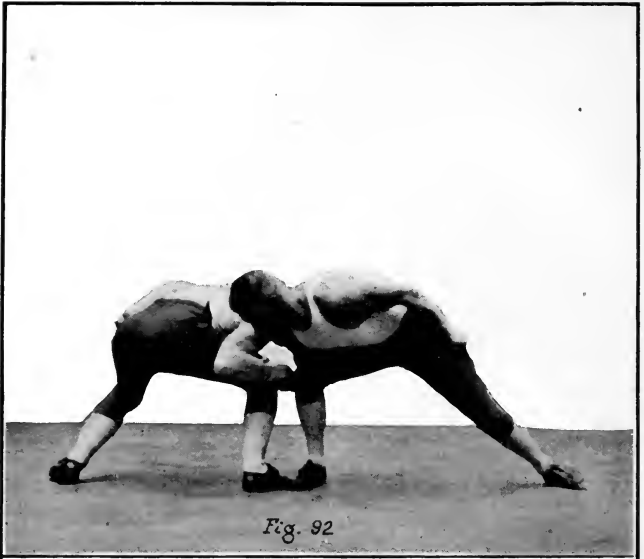
The leg muscles of the leg used are brought into action.

190. **One-Legged Tug.** Fig. 94. Contestants, hopping on one foot, grasp hands and endeavor to pull opponent forward by hopping on one foot. This should be practiced with either foot. Bringing the raised foot in contact with the ground ends the bout.

191. **The "Cock Fighters' Siege."** Fig. 95. One contestant stands with one foot in a fifteen-inch circle, the other foot outside of it, arms folded. Two other contestants, hopping as in 189, endeavor to butt him out of the circle or make him raise the foot in the circle. The one occupying the circle in the meantime endeavors to overcome the attackers by butting them with his shoulder, or by dodging them in order to make them change feet or bring some other portion of their body, except the foot they are hopping on, in contact with the ground. As soon as one of the attackers is put out another takes his place; the one who succeeds in defeating the one holding the circle displaces him.

The leg muscles are brought into action in this contest.

192. **Tug Royal.** Fig. 96. Three or four con-



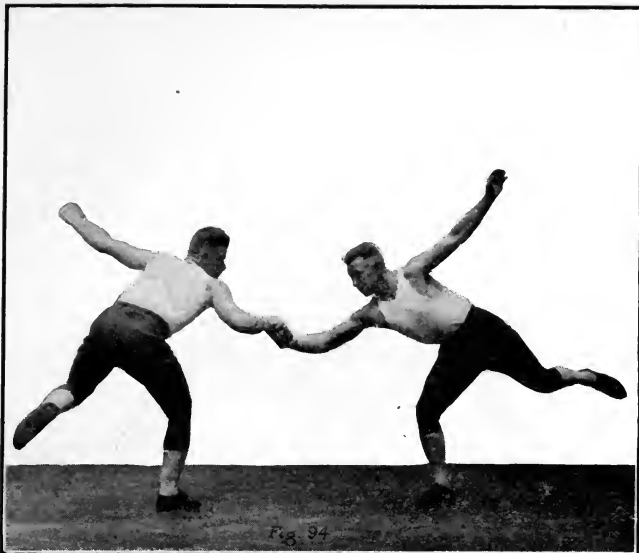


Fig. 94



Fig. 95

testants face each other, grasping hands, about a circle drawn on the ground from three to three and a half feet in diameter.

The object is to make one of this number step into the circle.

About every muscle in the body is brought into play in this contest.

193. **Leg Wrestling.** Fig. 97. Contestants lie upon the ground on their backs, right shoulders in close contact, right elbows closely locked. Each then swings his right leg upward a given number of times; when the last upper swing occurs the legs are locked and the object is to press the opponent's leg down until he rolls over. The arms must be kept tightly locked. This should be practiced with either leg.

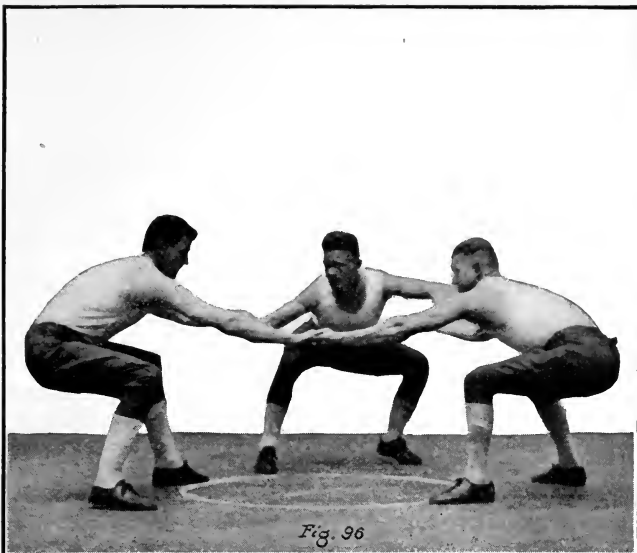
The leg and the abdominal muscles are brought into action in this contest.

## GROUP CONTESTS AND GAMES

194. Group contests and games in which a large number may be employed simultaneously and in which the attention and interest of all those participating must constantly be on the alert, should always be given the preference over those in which only a few are engaged at the same time and which do not require the alertness of mind mentioned above.

The spirit of rivalry between the groups must be incited and kept alive if the full value of these games and contests are to be obtained.

195. Group contests may consist of the usual



*Fig. 96*



*Fig. 97*

athletic games, providing the time for them is available, such as baseball, basketball, soccer, football, tug-of-war, relay races, etc. Or they may consist of the usual field and track events, with the difference that the performance of every individual member of the group shall be counted in the final score; be cumulative, in other words.

197. For recreational purposes games of the character of the following should be encouraged.

198. **Bear in the Pit.** The players, about sixteen men, form a circle, grasping hands; one is chosen as the bear and takes his place in the center of the circle. His endeavor is to break through this chain of hands, or get through it by going under or over the arms of his fellows. If he succeeds in breaking through he is chased by the other players and the one who succeeds in capturing him in turn becomes the bear.

Skill, outwitting the other players by feinting false attacks, etc., rather than force should be used.

199. **Bull in the Ring.** The players form a circle similar to that described in 198; the bull in the circle endeavors to break through the ring by forcing the grip between two players. If he succeeds he is chased by the two whose hands he parted; the one capturing him then becomes the bull.

200. **The Red Ace.** To be played by from twenty to thirty players who are equally divided and who stand behind two parallel lines, drawn upon the ground with an intervening space of from fifteen to twenty yards between them. The red ace takes his position in the center of this space. At



the signal "red ace," given by the player in the center, the players rush over from one line to the other, the "red ace" endeavoring to touch as many as he can during the rush. Those touched or tagged become "red aces" and join the original "red ace" in the center till all have become "red aces."

To develop alertness the original "red ace," who alone continues to give the signal for the rush, may resort to any means that will tempt the players behind the line to make a false start and cross the line. For this purpose he may call out "black ace," "blue ace," or any other color he chooses, or he may make a false start. All those drawn over the line by these tactics join the "red ace" in the center.

201. **The Flag Rescue.** To be played by from fifteen to twenty players. The players form a loose circle about a player in the center. All players are numbered. The center man is in possession of a stick about three feet long which he holds in a perpendicular position, with his index finger, in the center of the circle. As he releases his finger he calls out a number and the player whose number is called must rush forward and endeavor to catch the stick before it falls to the ground. The one succeeding in doing this then exchanges places with the player in the center. The game is kept alive by mixing up the numbers as much as possible and bringing the stick back to the perpendicular as quickly as possible.

202. **Cleaning the Trench.** May be played by any number. The players take position, facing each other on either side of a line drawn upon the ground. At the signal "Over the top," given by one of the

players who acts as referee, the players endeavor to pull those opposed to them over to their side of the line; holds on any part of the body are permissible, and as many as choose may come to the rescue of any player. A player is captured and joins his captors when his whole body is drawn over the line.

203. **Third Relief (Three Deep).** This may be played by from twenty to forty men. The players form in a circle facing in two deep, each pair in file, with a distance of about two feet between files and an interval of from three to four feet between the pairs. One player is the third relief and another the sergeant of the guard or chaser.

The sergeant chases the third relief about the outside of the circle. The third relief may "post" himself in front of either of any of the two players standing in file; the one immediately behind him at once becomes the third relief, and in order to avoid the sergeant he must endeavor to post himself before the sergeant can touch him. Should the sergeant succeed in doing this the third relief becomes the sergeant and the sergeant the third relief.

204. **Swat the Kaiser.** This game may be played by from twenty to thirty men. The players form a closed circle with hands, palms up, behind them. The "swatter," armed with a doubled belt, metal ends in his hand, passes around the outside of the circle, crying, "On to Berlin, on to Berlin;" as he does so he secretively deposits the belt in the hands of a player in the circle, but keeps on crying out as before, passing on until he is ready to give

the signal, "Swat the Kaiser." At that signal the one who has received the belt begins to belabor the player on his right, who, in order to avoid being "swatted," runs about the circle, chased by the swatter until he reaches his former place, the original swatter filling the place of the active one.

205. **Do This, Do That.** This may be indulged in by any number. All players face a leader or instructor and imitate any movement he may perform when the caution "Do this" precedes the movement but refraining from imitating the movement when the cautionary command is "Do that." Any player caught off his guard, by imitating a "Do that" movement twice, is out, and assumes an "at ease" position until the game is completed, which occurs when only one survivor is left.

The object of this game is to teach quickness of perception and control.

206. **Dodge Ball.** Any number of men may play this game. The players are equally divided, one half forming a loose circle great enough in diameter to accommodate the other half, who are scattered about the interior of the circle with sufficient room to move about freely.

The players forming the circle are supplied with a basketball with which they try to hit one of the center men, who endeavor to dodge the thrown ball in any way they see fit. As soon as a man is hit he joins the circle men and the game continues till but one man is left. When played by a large number two balls may be used. In case two men are hit in a single throw, only the first is counted out.

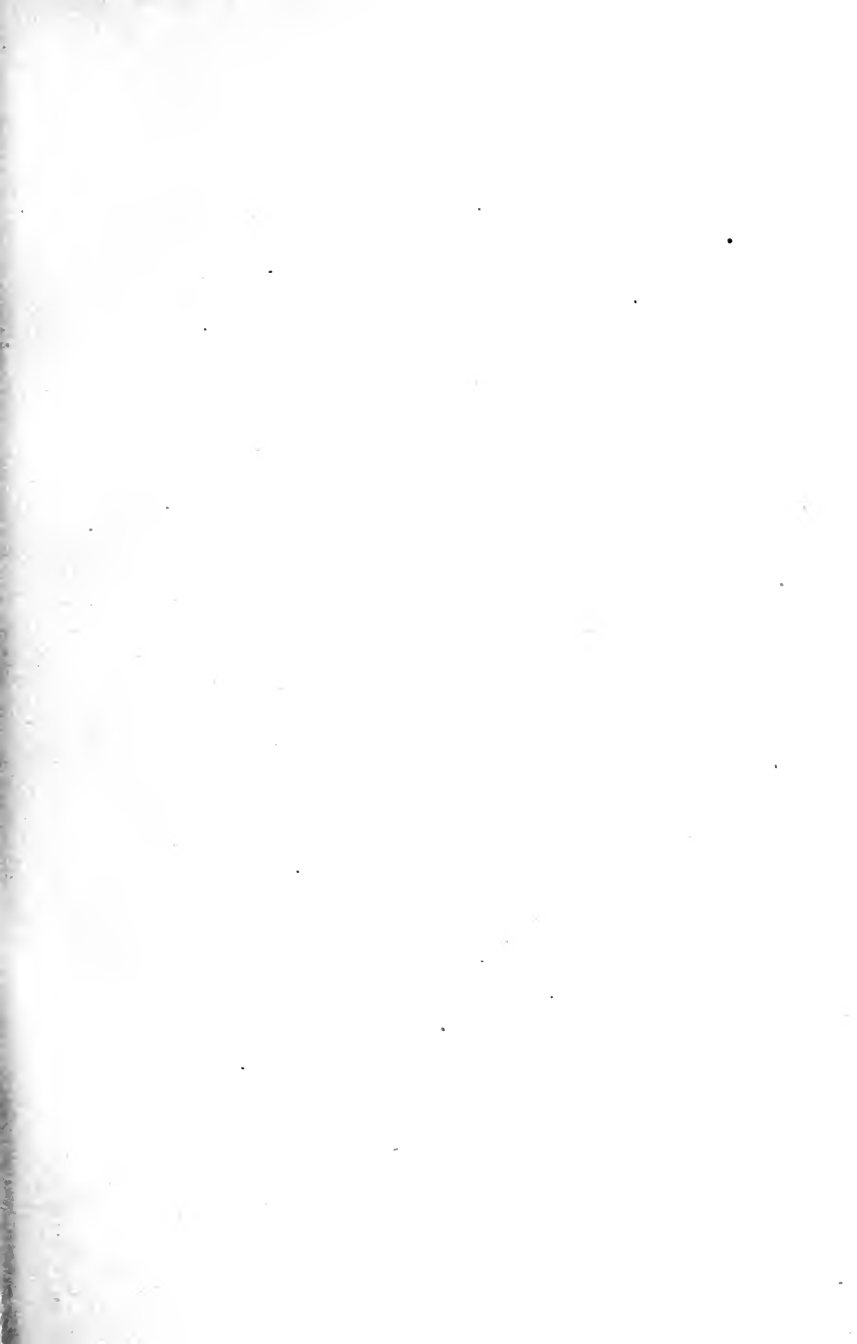
207. **Medicine Ball Race.** This is played by teams composed of from eight to sixteen men.

The players of each team stand straddle-legged in a column of files, with an interval of about four or five feet between the files. Every man's station is marked on the ground. At a signal from the referee or starter the first man starts the ball rolling backward between his legs, each member of the team endeavoring to add to the speed of the ball by striking it with the hands as it is passing through his legs. When the ball reaches the last man he picks it up, runs forward to the starting point with it and starts the ball rolling again, each member of the team moving back one station as the ball is being brought up to the starting point. This is repeated until the original leader brings the ball back to the starting point.

If no medicine ball is available one may be improvised by stuffing the outer skin of a basketball tightly and lacing it.

The game may also be played by passing any object from hand to hand. In that case the files must be close enough to facilitate the passing.

208. These are but a few of the games that lend themselves to the purpose for which they are intended; others of a similar character may be added or substituted, always, however, with a view to making them recreational, instructive and entertaining.













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