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NEW
RATIONAL ATHLETICS
FOR BOYS AND GIRLS
—
REILLY

PUPILS' EDITION



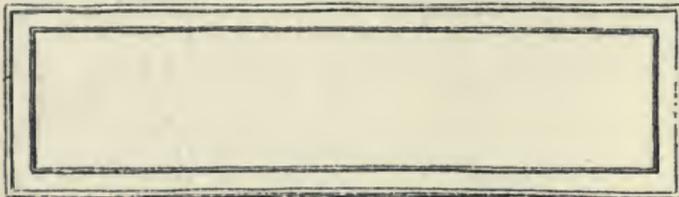
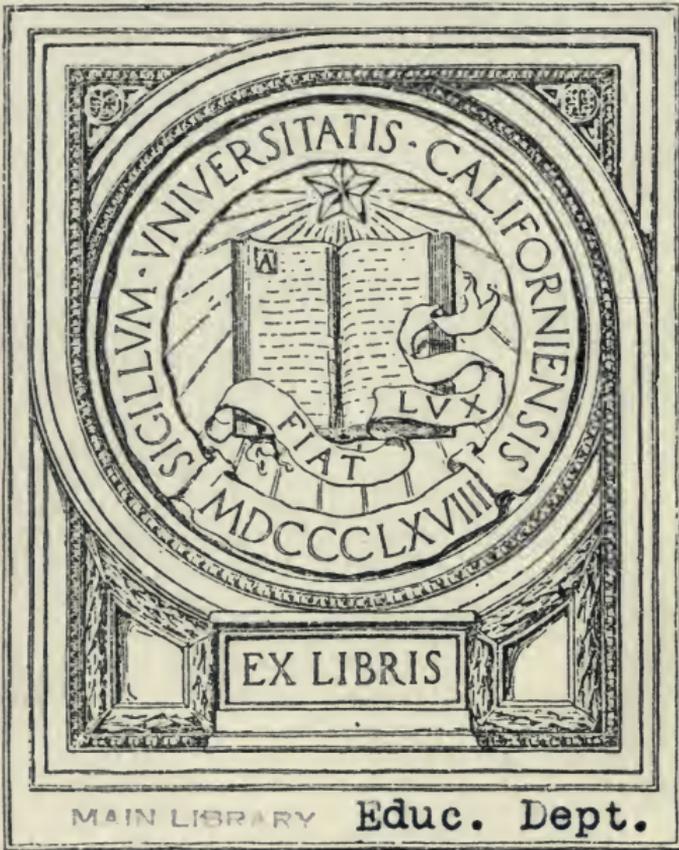
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NEW
RATIONAL ATHLETICS
FOR BOYS AND GIRLS
PUPILS' EDITION

BY

FREDERICK J. REILLY

PRINCIPAL P. S. 33, THE BRONX
NEW YORK



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PREFACE

This Pupils' handbook is simply a chapter from "New Rational Athletics for Boys and Girls," — a teacher's manual. It is intended primarily to assist squad leaders in getting good results. Each physical training teacher also should have a few copies on hand to be loaned to new pupils and to those who are not making rapid progress. A careful reading of the instructions and a study of the illustrations will not only hasten the pupil's mastery of the various exercises herein described, but will greatly lighten the work of the teacher.

F. J. R.

NEW YORK
March 31, 1917

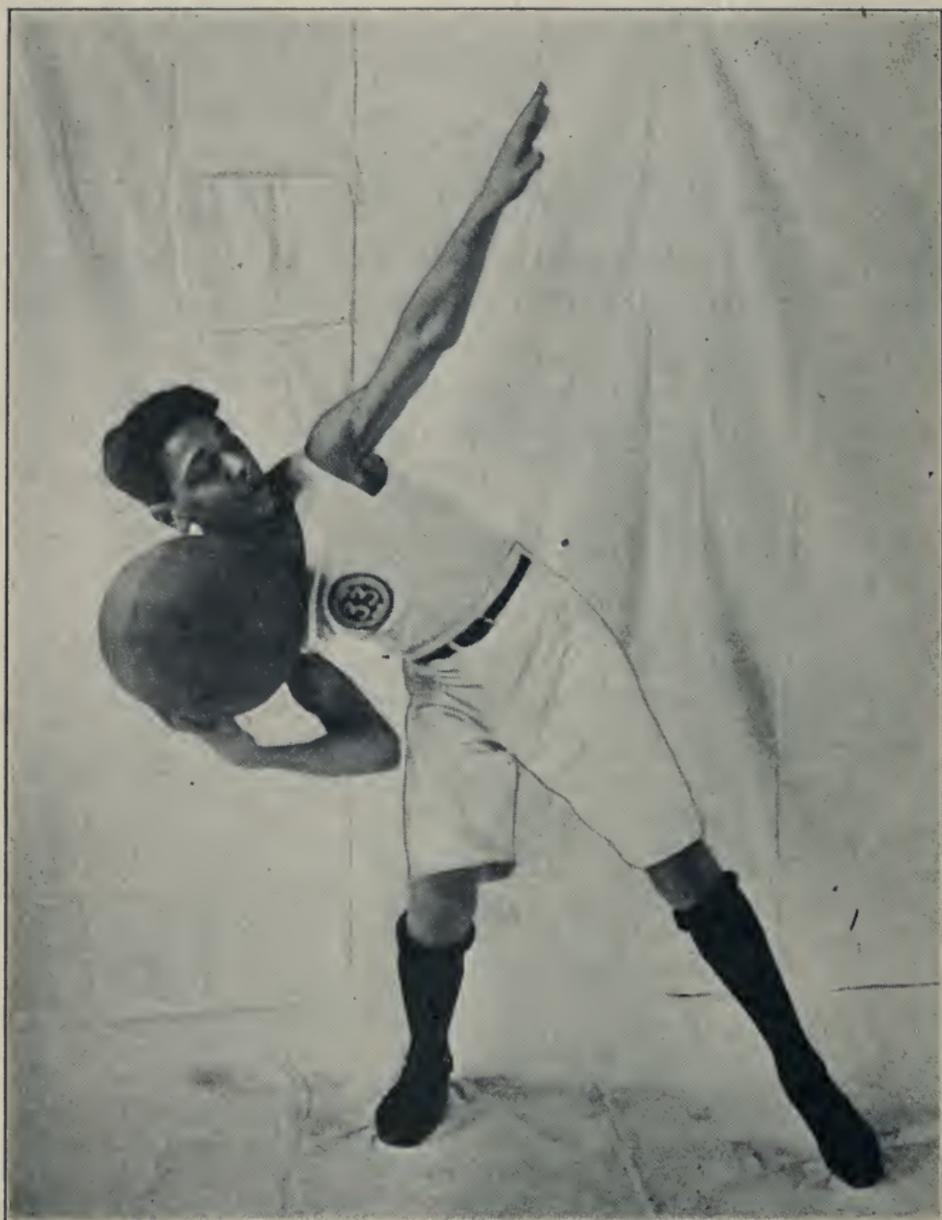
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VICTOR LAMBERTI—ALL-AROUND CHAMPION, JANUARY, 1917

Grade, 7B; Age, 14 yr. 5 mos.; Height, 5 ft. 3 in.; Weight, 124 lb.; Shot Put (6 lb. Medicine Ball), 37 ft.; Potato Race (100 yds.), 22 sec.; Chinning the Bar, 10 times; Hop, Step, and Leap, 32 ft.; Combination Dip, 20 times.

THE EXERCISES IN DETAIL

RUNNING

1. **Potato Race.**— Our original layout for the Potato Race consisted of four blocks placed eight feet apart, the farthest being 50 feet from the starting line or basket. In placing the four blocks successively on the marks, or in bringing them in one by one, the runner covered a distance of 304 feet, approximately 100 yards. We found, however, that when it came to a comparison of individual records, the runner who brought the blocks in and dropped them in the basket had an advantage over the runner who must pick them out of the basket and put them on the marks.

In order to make the conditions absolutely the same for all, we did away with the first and fourth blocks, leaving the second and third, which are respectively 34 feet and 42 feet from the basket. The runner now starts from the basket, brings in one block and

drops it in the basket; he brings in the second and *touches* the basket; replaces on the mark the second block, gets the first out of the basket and replaces that on the mark and returns, — his time being taken as he crosses the line. In case a block does not fall into the basket, the runner is not required to return and pick it up; he is, however, charged one second on his time, for a "foul." In this way every runner does exactly the same thing, covers exactly the same ground, and the comparison of individual time is therefore fair.

For the Junior Division, the starting line with the basket is 10 feet nearer the first block, the distances being respectively 24 feet and 32 feet. Running each of these four times makes 224 feet, or a little over 70 yards. All these marks are painted on the floor of the gymnasium and playground.

Rubber-soled shoes are practically necessary in order to make good time in this event.

The Potato Race is a splendid exercise. It is keenly exciting, and develops both speed and control. The effort of stooping to pick

up the blocks exercises the big muscles of back and thigh, squeezes the viscera, compels deep breathing, and certainly stimulates the circulation. When all these results are se-



PLATE 7.—THE POTATO RACE

cured in an atmosphere of keen enjoyment, we are getting nearly 100 per cent. of physical training value.

Runners should learn not to overrun the marks. The trick is to stop short of the

mark and, while stopping, reach for the block or the basket. Every foot saved counts.

2. **Sprints.**—“Class Running,” according to the method prescribed by the P. S. A. L., is conducted as follows:

The class is lined up back of the starting line, the teacher standing at the finish line, watch in hand. The teacher gives the signal to start by snapping his handkerchief and the first boy starts. As he crosses the finish line, the teacher snaps his handkerchief again and the second boy starts, and so on. The teacher takes the total elapsed time from the instant the first runner starts until the last one has finished and, dividing by the number competing, gets the average time for the class.

When it is desired to time each individual, a stop watch is very convenient, in fact almost necessary. When individual time is taken, the signal for the second runner to start is given only when the time of the first has been taken and recorded. For this purpose the teacher should have at his elbow a non-competing pupil to act as clerk. One great advantage of using a stop watch is

that, in addition to its much greater accuracy, the teacher can have his eyes on the runner rather than on the watch.



PLATE 8. — CROUCH START

One of the mistakes that we are prone to make is to suppose that boys and girls know how to run. A little watching will convince one that they need to be taught how to do this as much as anything else.

For the guidance of those who have not had training in sprint races, we have set down here seven points to be observed in running:

1. Make a quick start. Practice the crouch position. (*See Plate No. 8.*)

2. Dig the ground out from under you with half a dozen quick, choppy steps.

3. Having thus gotten up some speed, straighten up and *begin to run*.

4. Make your stride as long as you can without disturbing your balance; every inch added to your stride counts up wonderfully.

5. Keep your head up and look straight before you.

6. Keep your arms and legs moving straight forward and back, like the driving rods of a locomotive. Any swaying from side to side is lost motion.

7. Make yourself go faster and faster, flashing across the finish line at your highest possible speed.

Any teacher who will closely observe his class with these points in mind can tell each pupil what is wrong with his running, just as

surely as any professional trainer. He will see boys using a crouch start deliberately *stand up* and then begin to run, thus losing all the advantage of the crouch.

Any one who has seen fast skaters racing has noticed the queer little steps with which they start digging their skates into the ice to get action before they straighten out and begin to skate. Sprinters must get that same idea of kicking the ground out from under them with half a dozen choppy steps as they spring forward from the crouch start. Then it is time to straighten up, and not before. One of the hardest faults to overcome is the persistent tendency to slow up when approaching the finish line. It is well to place some one about 30 feet beyond the finish line and to instruct your runners not to slow up till they have passed that person. Do not allow a crowd to gather around the finish line, as that increases the tendency to slow up.

HOP, STEP, AND LEAP

One is likely to assume that boys know how to do this exercise. As a matter of fact,

comparatively few do, and it must, therefore, be analyzed and taught in advance as a class exercise.

Draw on the floor two parallel lines about four feet apart. Tell the class that the space between the two lines is a stream of water. Have them run in column around the floor and *hop* over the stream. Then have them *step* over it, on the run; then jump over it, still running. Then have them do a hop and a step; a step and a jump; and, finally, the three together.

There will usually be a few who will have difficulty in mastering the sequence. They must also be trained to gauge their preparatory run so as to strike the starting line with the foot they want to spring from. Assuming that this is the *right* foot, the boy must strike just back of the starting line with his right foot and make his spring, landing on his right foot again — which is a *hop* — springing again immediately and landing on his *left* — which is a *step* — finally landing on both feet — which is a *jump*. To fall or step back at the finish of this exercise constitutes a foul.

The general tendency is to overdo it at the start by trying to make so much on the hop that the pupil loses control and has not spring enough in him for the step or the final effort in the jump.

Several gymnasium mats measuring well over 30 feet must be provided. In front of the first mat we place a board on which is tacked a broad piece of corrugated rubber with a white line painted across it. This is the starting line. The near edge of the board is bevelled down so as to avoid the danger of tripping. The corrugated rubber should measure about 2 feet square, and is to prevent slipping in the take-off.

BROAD JUMP

To secure good form in the Broad Jump is comparatively simple. Boys should be trained to take one upward stretch, balancing an instant on their toes, gather themselves together, arms extended back, and then to spring forward and upward with all the power of their legs, flinging the arms forward at the same time. The hardest thing to

get them to understand is that, to get distance, they must jump high. A projectile fired at an angle of 45 degrees travels farther than one fired higher or lower. We have



PLATE 10. — BROAD JUMP: CORRECT LANDING

found it useful to stand a twelve-inch board on edge about 2 feet from the starting line, so as to make the pupils jump high. They must learn, also, that to fall or step back after landing constitutes a foul. (*See Plates Nos. 9 [page 21] and 10.*)

Attention is invited to our arrangement of the mat for jumping. (*See Plate No. 9.*) Attached to one end of a regular ten-foot

gymnasium mat is a platform about 18 inches square. This is not a springboard, but simply a solid platform of two thicknesses of seven-eighths-inch board, covered with a square of ordinary rubber stair-tread. This gives the jumper a solid, non-slipping platform, about on a level with the mat. He is not allowed to use the edge of this board as a *take-off*, but must jump from a line marked on the rubber.

Measuring from the starting line, cross-lines are painted three inches apart on the mat, beginning with 4 feet 6 inches, the minimum for a "Junior A." In this way it is not necessary to measure every jump, as the jumper is credited with the distance of the last line which he cleared. To make it easy to convert the distance into "points," we use a stick with cross lines three inches apart, marked 5, 7, 9, 11, 13, 15. The line marked 5 is placed alongside of the line on the mat that measures the minimum distance for the given classification. By this device of a movable bar, the person in charge can tell at a glance just how many points each jumper earns.

HIGH JUMP

For practice in the High Jump we provide two jumping stands, one set low for the little fellows and one set for those who can jump higher. The squad breaks up automatically, each boy going to the bar that is placed at the height that suits him. A regular gymnasium mat is placed behind each bar for the boys to land on, and a square yard of corrugated rubber is placed in front, from which they can "take off" without danger of slipping.

There are two general methods commonly used in the High Jump. The one is the side jump, in which the jumper approaches the bar from the right or the left and goes over sideways. This seems to be the natural way for boys to begin. The other is the straight jump, in which the jumper approaches the bar at right angles and shoots over feet first, the body being in an almost horizontal position. The form of the straight jump is quite difficult to master, but we believe it is worth while trying to acquire it. Authorities, how-

ever, differ. The straight jump is done as follows:

Taking off, say, with the right foot, the left leg is thrown high and straight to the front, the right foot being then snapped over in front of the left knee, the body clearing the bar, feet first, in an almost horizontal position. It should be noted that this method necessitates raising the weight of the trunk only a foot or so, while the side jump requires lifting the body high enough to practically *sit up* on the bar.

Four things must be observed by the boy who would master the straight jump:

1. Not to run too far or too fast; to save his strength for the spring.
2. To take off far enough from the bar to bring the left leg up straight, without kicking the bar.
3. To snap the right leg over *in front* of the left, not *behind* it.
4. Not to try for height until he has mastered the form, which may require weeks of practice.

CHINNING THE BAR

Chinning Bars have been put up in the doorway of every classroom, from 5A up. Boys are encouraged to take every opportunity before, during, and between sessions, to practice chinning. At ten, eleven, and two o'clock the gongs ring, whereupon each class stops work, rises, opens the windows, and does the "Two Minute Drill," the setting up exercise prescribed by the course of study. One squad may be allowed to practice chinning at each of these times. Individuals who have finished a piece of work and who are waiting for the rest of the class would be better employed practicing chinning than in looking about seeking whom they may annoy.

A visitor timed a boy one day, finding that he left his seat, which was in the middle of the room, went to the door, chinned the bar thirteen times, returned to his seat and resumed his work in forty-three seconds. It acts as a stimulus to work when the boys know they may practice chinning if they finish their task before the others.



PLATE 11. — CHINNING:
GOOD FORM



PLATE 12. — CHINNING:
BAD FORM

In chinning, the boy must first hang from the bar, arms and legs straight, then pull himself up so that his chin is just over the bar. It must be a dead pull-up, no snap, swing, or kick being allowed. Boys who are unable to pull themselves up at all should practice hanging from the bar and, if possible, rope climbing. (*See Plates Nos. 11 and 12.*)

GRIP

For exercise in strengthening the grip, we use a device consisting of two wooden handles joined at one end by a spiral spring. These come in several degrees of strength and can be bought for 25 cents the pair, — two sets, one for each hand, being a pair. We have three or four of these hanging on the walls of every classroom and several more among the apparatus in charge of the teachers of physical training. Boys and girls are encouraged to take every opportunity to practice with these spring grips, so that when they are tested on the official recording instrument, they may show an improvement over their previous record and so gain a few more points. (*See Plates No. 13 and 14.*)

That is the secret of the success of this system both with boys and with girls. They are working always for something definite. They are trying to beat the other fellow and they are trying to beat their own past performance. And there is no guessing about it. Everything is exact, definite, and absolutely fair. Children do not work for some

indefinite, far-off good. They work for tangible results here and now, and this sys-



PLATE 13. — GRIP EXERCISER



PLATE 14. — GRIP TESTING

tem gives them this definite something to work for.

As stated in a previous chapter, boys and girls also practice with the grip exercisers when they have done their turn at the Potato Race and are waiting for their next event.

SHOT PUT

This is one of the finest and most interesting exercises we have for boys. We wish it were possible to give them a real shot to put, as there are points about the form that can be taught only with the shot. But with large numbers it is impossible to use even the so-called "in-door shot." We have substituted a 6-pound medicine ball, on the side of which the makers have sewed a leather pocket into which the boy slips his fingers. This prevents the ball bouncing out of his hand when he takes the preparatory skip. Two or, better, three medicine balls should be provided. Two lines painted on the floor, seven feet apart, indicate the "circle." Beginning at 16 feet from the start, lines are painted on the floor to mark the *minimums*, 16, 18, 20, 23, 26; and then every two feet up to about 40 feet. Thus the squad leader can see at a glance how many feet each boy has "put." Toward the other end of the floor and a little to one side is another "circle" and a set of measuring lines running in the opposite direction.

Two groups can thus engage in putting the shot at the same time. Group one (half of



PLATE 15. — SHOT PUT: FIRST POSITION

a squad) puts down on one side; the ball is stopped and rolled over to one of the second group, who puts it back on the other side.

So two or three balls are kept circulating and no time is lost sending them back to the starting line.

In putting the shot, the boy stands with his right foot on the rear one of the two lines indicating the seven-foot "circle," with the ball balanced on his right hand at his shoulder. (*See Plate No. 15.*) From a crouching position, weight entirely on the right leg, he takes a skip forward and then, as quick as a flash, he twists in the air, landing with his right foot just back of the front line and facing in the opposite direction to that faced at starting. As he twists in the air, he shoots his hand out and up, straight from his shoulder, "putting" the shot as far out as he possibly can. In this exercise also he should remember that a projectile fired at 45 degrees travels farthest. (*See Plate No. 16.*)

Two mistakes are common in putting:

1. Pausing after taking the skip and before doing the twist. This loses all the advantage gained from the skip.

2. "Slinging" the ball, with arm extended, instead of "putting" or pushing it straight out from the shoulder. (*See Plate No. 17.*)

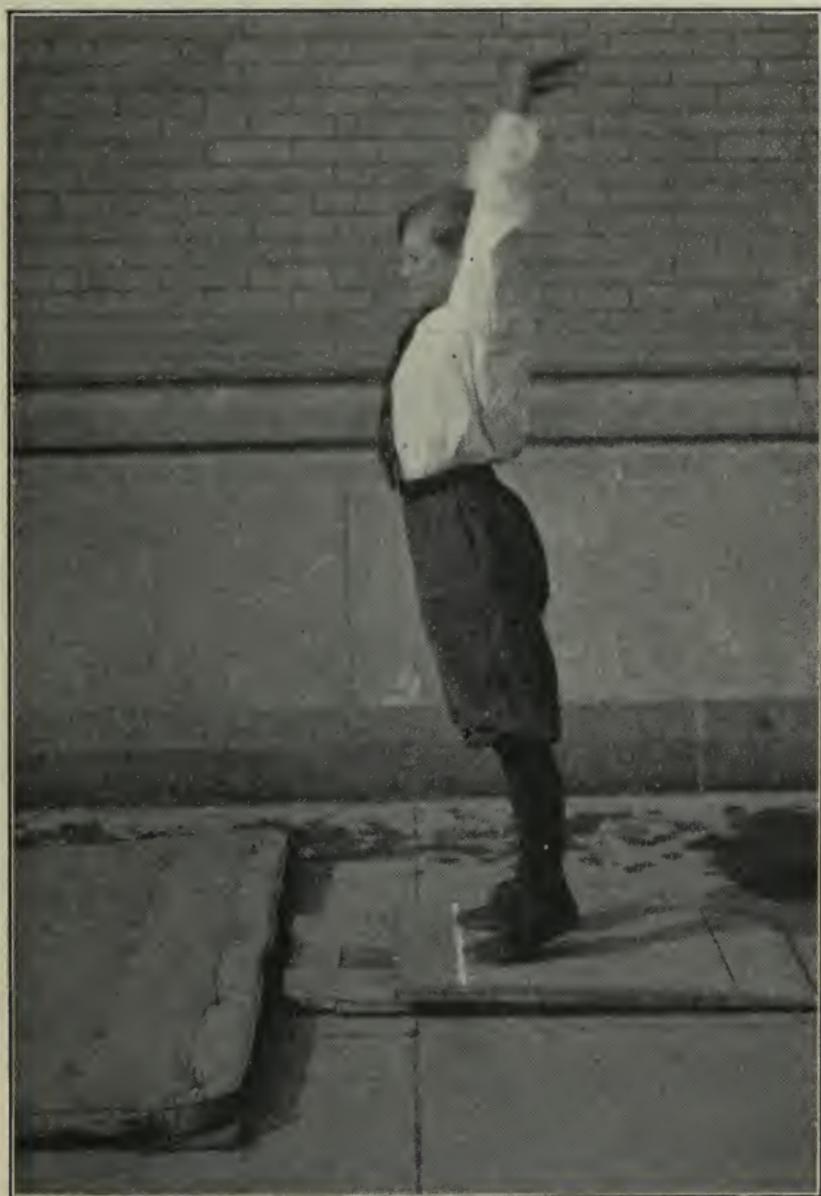


PLATE 9.— BROAD JUMP: READY
(See pages 10-11.)

The former is an application of the catapult or sling, while "Putting" is more like releasing a spiral spring that shoots straight for-



PLATE 16. — SHOT PUT: SECOND POSITION

ward. If the boy will think of himself as a big spring, gather himself together in a crouching position and suddenly twist and



PLATE 17. — SHOT PUT: BAD FORM

straighten out from his toes to his finger tips, he will master the shot put. To step or fall forward over the line constitutes a foul.

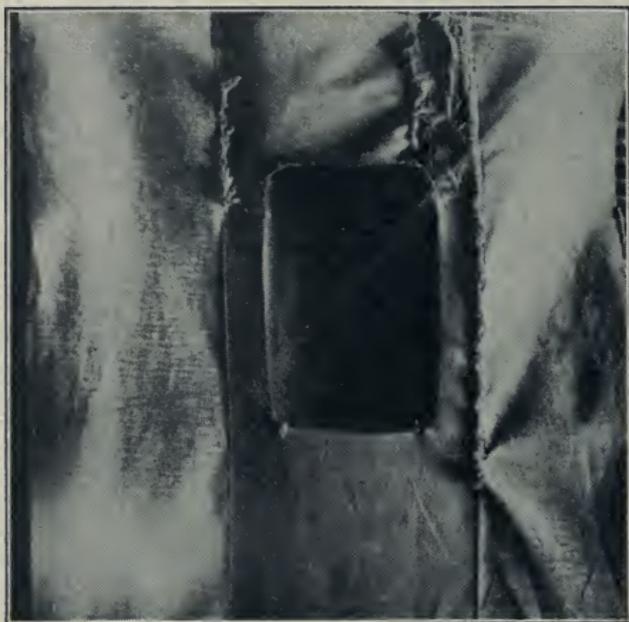


PLATE 18. — PITCHING TARGET

PITCHING

On one side of the indoor playground where there are no windows to be broken we have two pieces of sail cloth 6 feet wide and 9 feet long, hanging one in front of the other with about 12 inches space between. In the front piece, an opening 15 inches wide and 24 inches high is cut, to represent the space over

the plate, between the average boy's knee and shoulder, in which a ball must be placed to be called a "strike." (*See Plate No. 18.*)

We do not pretend by this device to teach "pitching," — an art which consists in misleading a batter by mixing curves, fast and slow balls. We claim only to train in the elementary quality of control, in the ability to throw a ball straight, to put it where it ought to go. We allow 5 balls; if the 5 go through the opening, the pitcher makes a perfect score. But the balls must be thrown with some speed, not merely tossed in. In an official test each boy is given three balls to "warm up" before beginning to score.

BASKET BALL GOALS

In this exercise the only element is time. The boy or girl gets the ball for the number of seconds allowed for his group, and no one else must touch the ball during that time. He shoots as often as he can, recovers the ball and shoots again from any position he chooses. Scores of twelve and even fourteen goals in thirty seconds have been made repeatedly by both boys and girls.

COMBINATION DIP

The Combination Dip is one of the best of all-around exercises. It brings into play the arms, shoulders, back, loins, and legs. Care should be taken to keep the hips high and the back flat, avoiding the "sway-back" position. (*See Plates 19 to 24.*) It is done as follows:

1. Place hands on floor the width of the shoulders apart, and assume a crouching position.

2. Stretch the legs straight back, resting the weight on the hands and toes.

3. Bend the arms until the chest — not the abdomen or knees — touches, or nearly touches the floor.

4. Straighten the arms.

5. Dip again.

6. Straighten the arms again.

7. Bring up the feet to the crouching position, as in 1.

8. Stand erect.

- 9-10. Rest.

1. Begin again, repeating the 10 counts.



PLATE 19. — COMBINATION DIP: TAKING PLACES

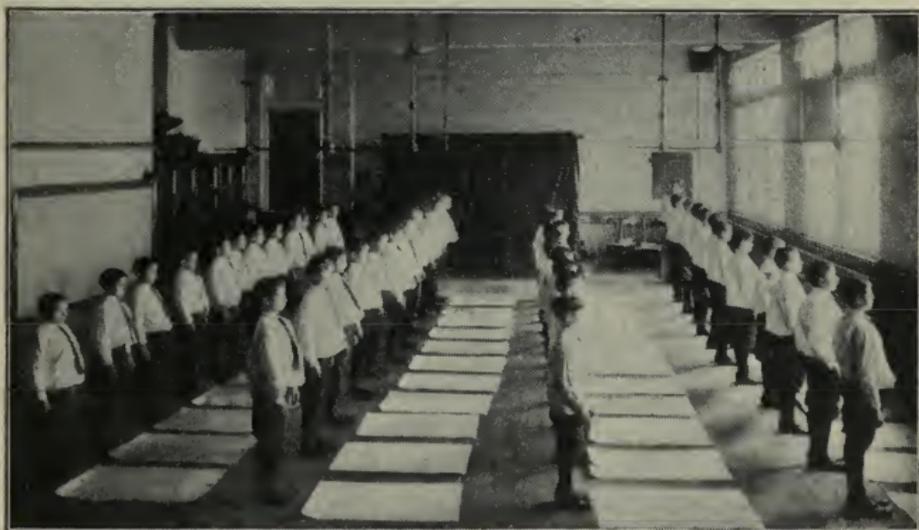


PLATE 20. — COMBINATION DIP: READY

The ten counts constitute one Combination Dip. When the boys have mastered the details, the leader should count at a uniform



PLATE 21. — COMBINATION DIP: FIRST COUNT



PLATE 22. — COMBINATION DIP: SECOND COUNT

rate of about forty to the minute, emphasizing the odd numbers.

In practicing this and Trunk Lifting, as a class exercise, sheets of oak tag or wrapping paper should be spread on the floor as shown



PLATE 23.—COMBINATION DIP: THIRD COUNT

in Plates 19–23. In testing, we use wooden frames, consisting of two handles nailed to



PLATE 24.—TESTING THE COMBINATION DIP

crosspieces, about the width of a boy's shoulders apart. Testing the Combination Dip may be made more definite by the simple expedient of placing on this frame a regular platform bell, which the boy must ring by pressing on it with his chest at each dip. (*See Plate 24.*)

TRUNK LIFTING

Trunk Lifting consists in lying flat on the back, arms folded across the chest, and then



PLATE 25.—TRUNK LIFTING: FIRST POSITION

raising one's self to a sitting position without any assistance whatever from the arms.

This is an exercise that strengthens the abdominal muscles supporting the viscera, and it is very valuable as it takes care of a much neglected set of muscles. It seems difficult, almost impossible, at first; but practice makes



PLATE 26. — TRUNK LIFTING: SECOND POSITION

perfect, and the flexibility it produces repays the effort of mastering it. We recommend this and the Combination Dip to adults who show a tendency to stiffness or undue corpulence.

In practice, one half of the class holds down the feet of the other half. The arms are folded across the chest, the back is arched, and the head held erect. In this way good

posture is maintained, while at the same time the muscles of the abdomen and upper legs are given some strenuous exercise. (*See Plates 25-26.*)

CHEST EXPANSION

As previously explained, exercise in deep breathing is taken during the Two Minute



PLATE 27.—TESTING CHEST EXPANSION

Drill in the classroom and at the beginning of the physical training lesson, before the dust is stirred up.

In testing, the tape is drawn around the

chest *below* the shoulder blades and below the pectoral muscles, at right angles to the spine, on what is called the "ninth rib." (See *Plate 27.*) This does away with spreading the shoulder blades and contracting the chest muscles which have nothing to do with inflating and expanding the lungs.

BASEBALL THROWING OR PITCHING, FOR GIRLS

The target for girls consists of heavy canvas 6 feet by 9 feet, like the one for the boys. Painted on it is a series of three rings, the middle one, or "bull's-eye," being 20 inches in diameter; the outer rings being 10 inches wide all around. In the bull's-eye is painted a "5"; in the first ring, a "3"; in the second ring, a "2"; outside the rings, but on the canvas, counts 1. (*See Plate 28.*)

Girls naturally throw a ball from the elbow. It is hard to get them to swing the arm and throw from the shoulder. Practicing a full circle forward, and a small circle back of the head with an Indian club will help them to get the idea of the full arm movement necessary in throwing a ball.

The player should stand with the left foot forward at the line marked on the floor for her group, the weight thrown back, the right

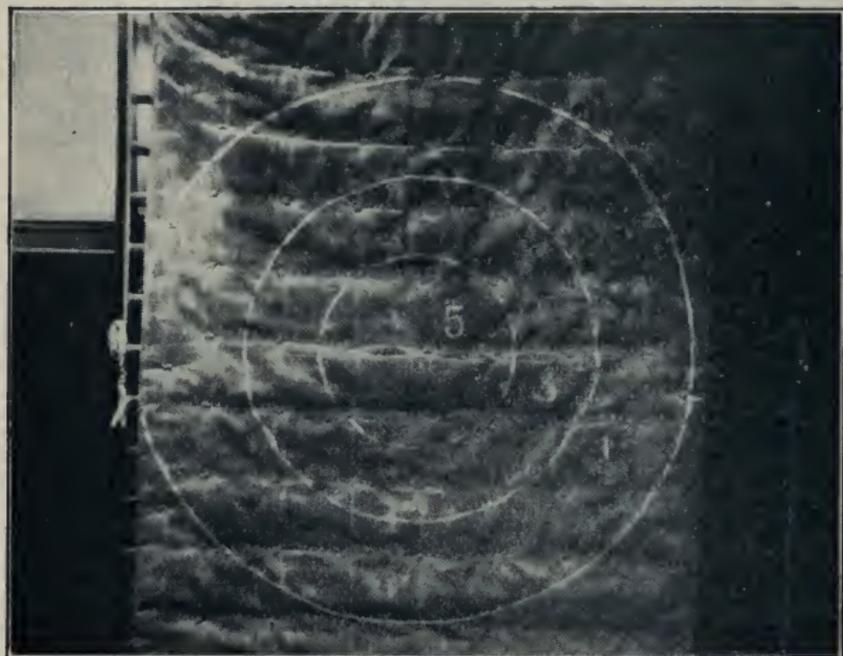


PLATE 28.—TARGET FOR BASEBALL THROWING

leg bent; then swing the arm down and back at full length, execute a small circle back of her head, and shoot the ball straight forward, throwing the weight forward upon the left leg. This should be taken with the class as a mimetic exercise until they get the swing of it.

Five balls are thrown in practice. In test-

ing, three are allowed for "warming up" before scoring.

SERVING IN TENNIS

Here, again, we are not really teaching the art of serving, which, as in pitching, consists in misleading one's opponent. We are

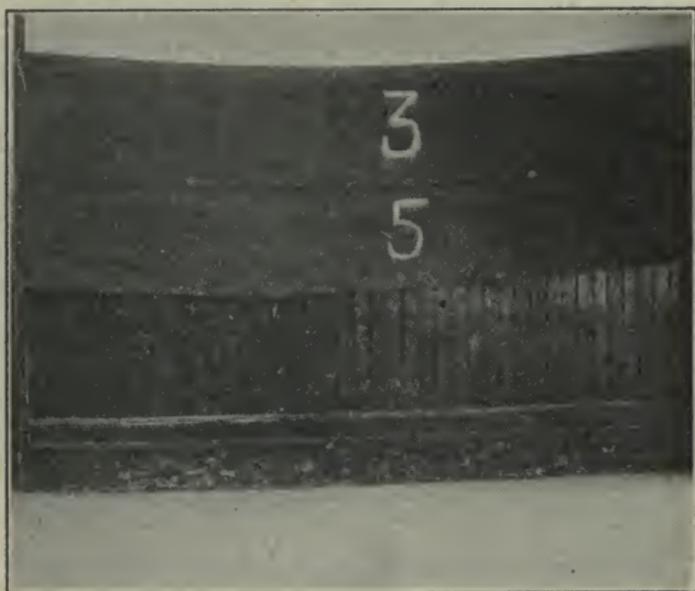


PLATE 29. — SERVING IN TENNIS: THE NET

simply training in the very elementary thing of placing a tennis ball in a given space. And one who watches a class of beginners will realize that even this is quite a contract.

Form should be insisted upon, to a certain extent at least. The player should be obliged

to grasp the racket near the end of the handle and to swing at the ball thrown well above



PLATE 30. —SERVING IN TENNIS: 1

the head. Lobbing, or pushing the ball with racket grasped midway of the handle, should not be allowed. (*See Plates 29-31.*)

A broad line is painted on the floor 39 feet from the wall; smaller lines three feet apart indicate the positions at which the different



PLATE 31. — SERVING IN TENNIS: 2

groups stand when serving. Five balls are allowed each server. In an official test, three balls are allowed for practice.

BASKET BALL THROW (*for Distance*)

Throwing the Basket Ball corresponds, for girls, to the Shot Put, for boys; but with the distinction that the girls *sling* the ball,

holding it balanced on the hand at full arm's length. Standing in a 6-foot circle, left foot advanced, weight on right leg, right knee



PLATE 32. — BASKET BALL THROW: 1

bent, ball resting on hand and forearm, the player suddenly swings around, pivoting on the left foot, throwing the weight forward, and slings the ball forward and upward with

all her force. The distance covered by the ball depends on the angle at which the ball



PLATE 33. — BASKET BALL THROW: 2

is thrown and the speed with which the girl swings around. As in the Shot Put, to step or fall forward out of the circle constitutes a foul. (*See Plates 32-33.*)

PUTTING IN GOLF

An authority on golf says that 75 per cent. of the shots in a game are played on the



PLATE 34. — PUTTING IN GOLF

putting green. Supposing they were only 50 per cent., the importance of this part of the game is evident; yet among players in gen-

eral, practice in this element is very much neglected.

Putting requires care and concentration. It is a serious breach of etiquette, on the links, to speak or to move when another is about to drive or put. This should be impressed upon the girls and should become a habit with them when practicing these shots.

Putting consists of "sweeping" the ball into the hole. The "putter" should be held so that the face of it is at right angles to the line leading to the hole. It should be drawn back a little way and then *swept* forward straight toward the hole, keeping the face of the club always at right angles to the line. Having sighted the hole and got your club in position, the one thing to do is to "keep your eye on the ball." Remember that this is the first and last commandment in playing golf. (*See Plate 34.*)

DRIVING IN GOLF

This is perhaps the most difficult exercise of all to master. To drive perfectly, one must learn to hold the club so that the face of it strikes the ball at right angles to the



PLATE 35. — ADDRESSING THE BALL



PLATE 36. — AT THE TOP OF THE SWING



PLATE 37. — AT THE END OF THE SWING



PLATE 38. — BAD FORM

line of direction, as in putting. One must learn to swing the head of the club through a perfect arc, "following through" after

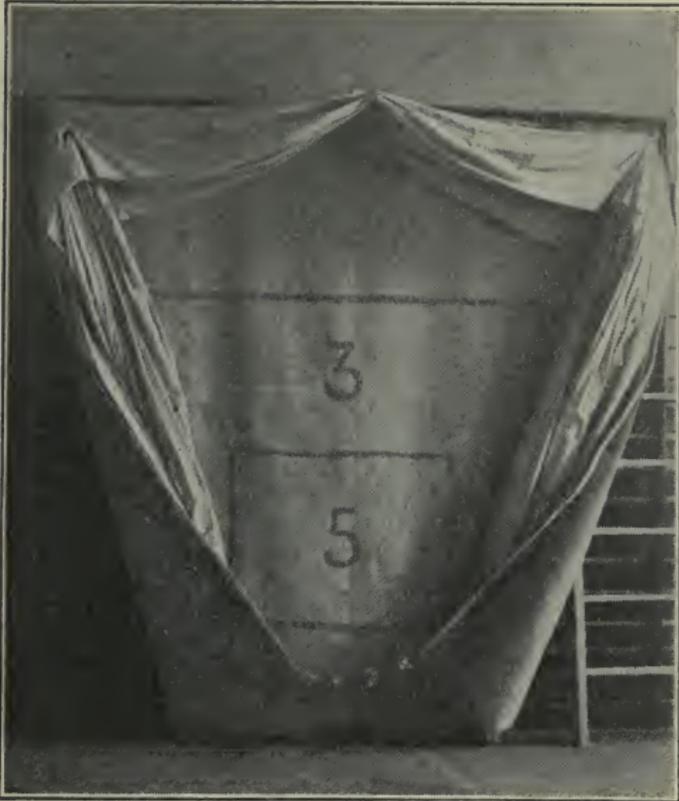


PLATE 39. — DRIVING IN GOLF: THE CAGE
CLOSED

hitting the ball, to avoid "pulling" or "slicing." One must learn to keep one's head always in the same relative position to the ball, at all points of the swing. This is not

as easy as it seems. And, above all, learn to "keep your eye on the ball!"

The natural tendency is to look up to see where the ball is going. But one must learn

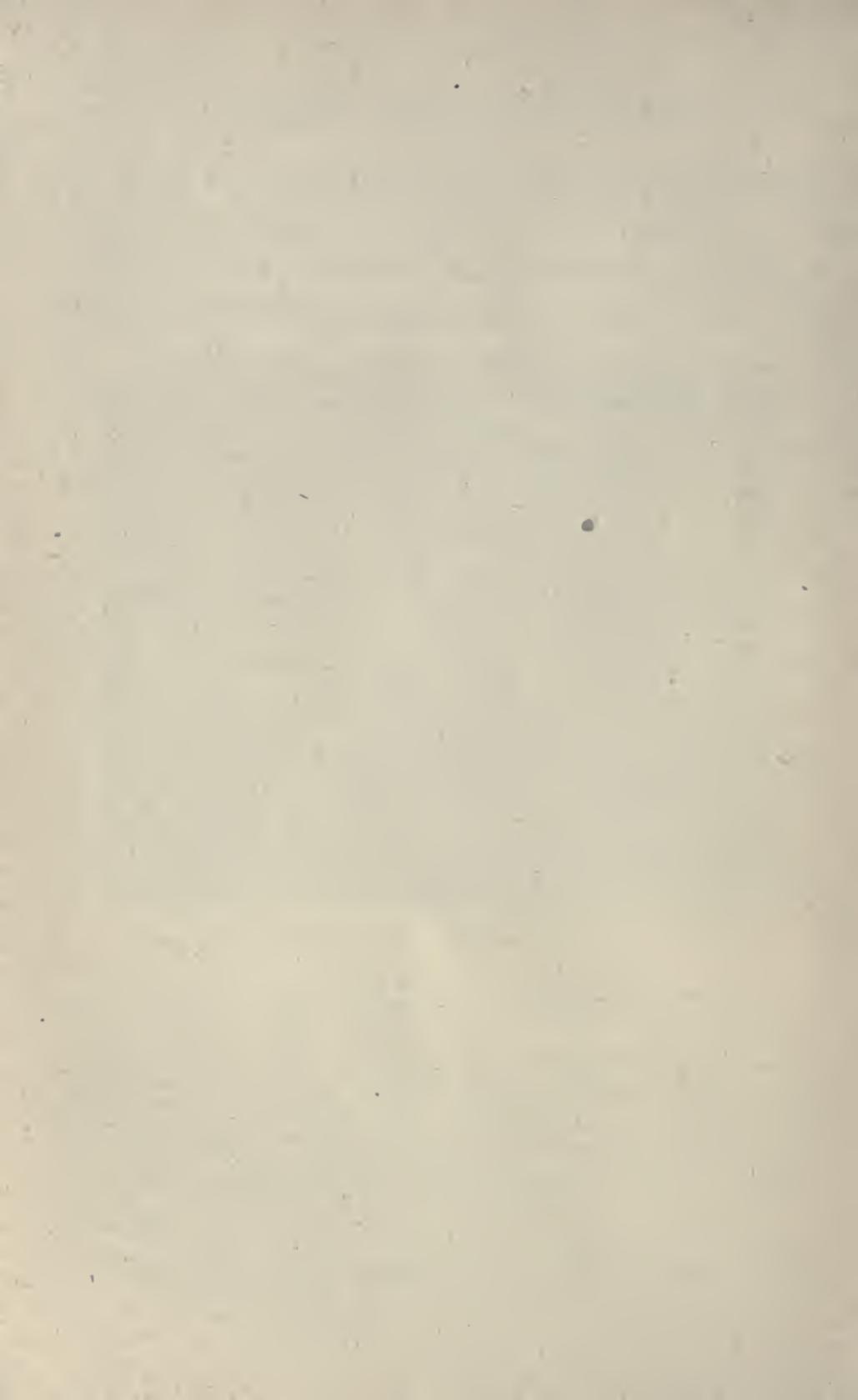


PLATE 40. — DRIVING IN GOLF: THE CAGE IN USE

to trust in Providence and look for the ball only after the swing is complete. "Keep your eye on the ball" means keep your eye on the spot where the ball is (or was) until you have finished your swing. (*See Plates 35-38.*)

We place the ball on a thick jute door-

mat which acts very much like a good piece of turf. The player stands on a platform 3 feet square, of $\frac{7}{8}$ -inch board covered with rubber. The one thing to guard against is the danger of other girls getting behind the player. A golf player is like a mule in that the only safe place is in front of him. To make it impossible for any one to be struck by the swinging club, we place an ordinary clothes-horse back of the player, leaving only one entrance to the cage open. The squad leaders are instructed to allow only one player to enter the cage at any one time. When the player has driven the number of balls allowed her, she must collect them, put them in a tray alongside the mat, and *then* hand the driver to the next player. (*See Plates 39-40.*)



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